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PREFACE

This document replaces *The Ontario Curriculum, Grades 9 and 10: Classical and International Languages, 1999* and *The Ontario Curriculum, Grades 11 and 12: Classical Studies and International Languages, 2000*. Beginning in September 2016, all courses in classical studies and international languages for Grades 9 to 12 will be based on the expectations outlined in this document.

SECONDARY SCHOOLS FOR THE TWENTY-FIRST CENTURY

The goal of Ontario secondary schools is to support high-quality learning while giving individual students the opportunity to choose programs that suit their skills and interests. The updated Ontario curriculum, in combination with a broader range of learning options outside traditional classroom instruction, will enable students to better customize their high school education and improve their prospects for success in school and in life.

The revised curriculum recognizes that, today and in the future, students need to be critically literate in order to synthesize information, make informed decisions, communicate effectively, and thrive in an ever-changing global community. It is important that students be connected to the curriculum; that they see themselves in what is taught, how it is taught, and how it applies to the world at large. The curriculum recognizes that the needs of learners are diverse, and helps all learners develop the knowledge, skills, and perspectives they need to be informed, productive, caring, responsible, healthy, and active citizens in their own communities and in the world.

SUPPORTING STUDENTS' WELL-BEING AND ABILITY TO LEARN

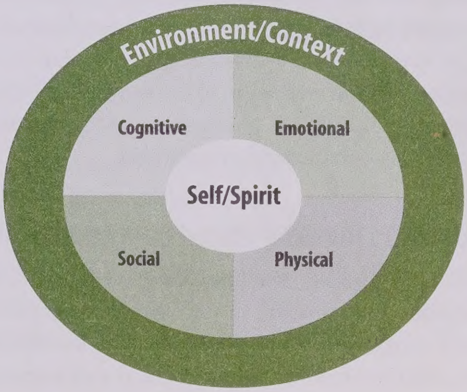
Promoting the healthy development of all students, as well as enabling all students to reach their full potential, is a priority for educators across Ontario. Students' health and well-being contribute to their ability to learn in all disciplines, including classical studies and international languages, and that learning in turn contributes to their overall well-being.

Educators play an important role in promoting children and youth's well-being by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only students' cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

A variety of factors, known as the "determinants of health", have been shown to affect a person's overall state of well-being. Some of these are income, education and literacy, gender and culture, physical and social environment, personal health practices and coping skills, and availability of health services. Together, such factors influence not only whether a person is physically healthy but also the extent to which he or she will have the physical, social, and personal resources needed to cope and to identify and achieve personal aspirations. These factors also have an impact on student learning, and it is important to be aware of them as factors contributing to a student's performance.

An educator's awareness of and responsiveness to students' cognitive, emotional, social, and physical development is critical to their success in school. A number of research-based frameworks, including those described in *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) and *Stepping Stones: A Resource on Youth Development* (2012),[1] identify developmental stages that are common to the majority of students from Kindergarten to Grade 12. At the same time, these frameworks recognize that individual differences, as well as differences in life experiences and exposure to opportunities, can affect development, and that developmental events are not specifically age-dependent.

The framework described in *Stepping Stones* is based on a model that illustrates the complexity of human development. Its components – the cognitive, emotional, physical, and social domains – are interrelated and interdependent, and all are subject to the influence of a person's environment or context. At the centre is an "enduring (yet changing) core" – a sense of self, or spirit – that connects the different aspects of development and experience (p. 17).



Source: *Stepping Stones: A Resource on Youth Development*, p. 17

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[1] Best Start Expert Panel on Early Learning, *Early Learning for Every Child Today: A Framework for Ontario Early Childhood Settings* (2007) is available at www.edu.gov.on.ca/childcare/oelf/continuum/continuum.pdf, and Government of Ontario, *Stepping Stones: A Resource on Youth Development* (2012) is available at www.children.gov.on.ca/htdocs/English/documents/topics/youthopportunities/steppingstones/SteppingStones.pdf.

Educators who have an awareness of a student's development take each component into account, with an understanding of and focus on the following elements:

- ***cognitive development*** – brain development, processing and reasoning skills, use of strategies for learning
- ***emotional development*** – emotional regulation, empathy, motivation
- ***social development*** – self-development (self-concept, self-efficacy, self-esteem); identity formation (gender identity, social group identity, spiritual identity); relationships (peer, family, romantic)
- ***physical development*** – physical activity, sleep patterns, changes that come with puberty, body image, nutritional requirements

The Role of Mental Health

Mental health touches all components of development. Mental health is much more than the absence of mental illness. Well-being is influenced not only by the absence of problems and risks but by the presence of factors that contribute to healthy growth and development. By nurturing and supporting students' strengths and assets, educators help promote positive mental health in the classroom. At the same time, they can identify students who need additional support and connect them with the appropriate services.[2]

What happens at school can have a significant influence on a student's well-being. With a broader awareness of mental health, educators can plan instructional strategies that contribute to a supportive classroom climate for learning in all subject areas, build awareness of mental health, and reduce stigma associated with mental illness. Taking students' well-being, including their mental health, into account when planning instructional approaches helps establish a strong foundation for learning.

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[2] See the ministry document *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being* (2013).

INTRODUCTION

VISION AND GOALS OF THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES CURRICULUM

The vision and goals for the secondary program are as follows:

Vision and Goals for Classical Studies and International Languages, Grades 9–12
VISION Students of international languages will communicate and interact in the international language with growing confidence in real-life contexts, and will develop an awareness of the multicultural and plurilingual nature of the modern world. Students of classical languages will read and translate in the classical language with growing confidence in classroom contexts, and will develop an appreciation of the interconnectedness of ancient and modern languages and the rich cultural legacy of the classical world. All students of languages will develop the knowledge and skills necessary for lifelong language learning. Students in the Classical Civilization course will develop an appreciation of the rich cultural legacy of the classical world. All students in the program will develop the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.
GOALS All students can become successful language learners. Students realize the vision for the classical studies and international languages curriculum as they strive to: • appreciate the value of learning a second or additional language; • use the international language to communicate and interact in a variety of social settings; • make meaningful connections between themselves, what they encounter in texts, and the world around them; • understand that the study of a classical and/or an international language can help them improve their command of their first language; • develop the skills for using language learning strategies effectively; • gain insights into their first language and appreciate more fully the particular nature and function of language itself; • understand that the study of a classical language and/or an international language helps them to become aware of connections between languages through time and around the world; • appreciate the rich cultural legacy of the classical world within the modern world; • take responsibility for their own learning as they work independently and in groups; • appreciate and acknowledge the interconnectedness and interdependence of the global community; • understand the importance of valuing language diversity and of learning another language for personal, professional, and social reasons; • develop the skills that will enable them to engage in lifelong language learning and cultural exploration for personal growth and for active participation in society.

THE IMPORTANCE OF THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES CURRICULUM

Language learning occupies an important place in the building of academic and social foundations for students so that they are equipped to become responsible members of our global society. Today's students are living in a global community where communication on the international stage is of crucial importance and knowledge of multiple languages is an invaluable asset. Such linguistic abilities benefit the individual, but Canadian society also stands to gain from developing a multilingual and culturally sensitive workforce. Therefore, the "teaching and learning of any one language should be seen in conjunction with the overall objective of promoting plurilingualism and linguistic diversity."[3] Language learning programs provide the "value-added benefit of developing second [or third] language and cross-cultural skills at no cost to other educational goals."[4]

Experience in a classical studies and international languages program can play a valuable role in students' broader education. Such experience allows students to develop and refine the important communication skills of listening, speaking, reading, and writing, not only in the language of study but also in English. Students also develop their creativity, learn about their own identity, learn to express themselves with confidence, develop their ability to solve problems, and gain insights into the world around them. All of these skills together enable students to analyse and use information from around the world and to communicate and interact effectively in the language of study.[5]

Language is a fundamental element of culture and identity. Through studying a language associated with another culture or cultures, students deepen their appreciation of diverse perspectives and learn to approach and connect with others with open-mindedness, patience, and flexibility. They learn to respect the identities of others and the complex interrelationship among peoples – essential in the Ontario and Canada of today.

Courses in classical studies and international languages naturally involve the exploration of a wide variety of topics related to the language of study and the cultures associated with it, including art and archaeology, mythology and literature, history and geography, business, tourism, social customs, material culture, and world issues. As a consequence, these courses lend themselves to an interdisciplinary approach. Links can also be made to other disciplines. For example, students taking history, geography, and social sciences can gain insights into other cultures and time periods by studying languages from a variety of historical, social, and cultural contexts.

Taking courses in classical studies and international languages also increases career mobility, since successful participation in the global workforce depends in part on knowledge of world languages and cultures. These courses enable students to develop many skills, abilities, and attitudes that are critical in the workplace – for example, communication and problem-solving skills, adaptability, and the ability to work with others. Students develop their ability to reason, to be flexible in their thinking, and to think critically as well as creatively. They gain experience in using various forms of technology. Language

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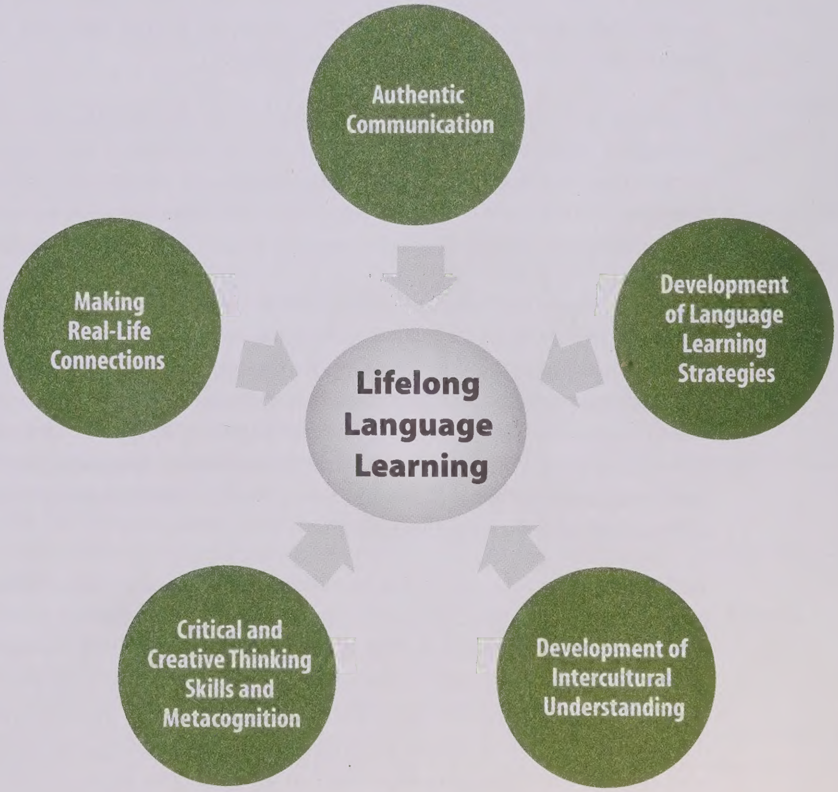
3. Enrica Piccardo, "Plurilingualism and Curriculum Design: Toward a Synergic Vision", *TESOL Quarterly* 47 (2013): 603.
4. Fred Genesee and Nancy Cloud, "Multilingualism *Is* Basic", *Educational Leadership* 55, no. 6 (1998): 63.
5. The term *language of study* is used in this document to refer to classical and/or international languages in general. The term *target language* is used throughout the document to refer only to an international language.

learners are also risk-takers – they thrive in an environment where risk-taking is welcomed and errors are viewed as a natural process in language development. In short, the knowledge and skills developed in the study of languages can be applied in many other endeavours and in a wide variety of careers.

ENDURING IDEAS IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES CURRICULUM

In classical studies and international languages, five "enduring ideas" represent the foundation of all student learning in the program. They encompass knowledge, competencies, and habits of mind that are developed in the process of language acquisition and that equip students with tools that will enable them to participate effectively in an ever-changing global society. In addition, the curriculum strives to foster an interest in language learning that continues not only throughout a student's time in school but also later in life, and the enduring ideas focus on the development of skills that are necessary as a basis for lifelong language learning. In the following graphic, the five enduring ideas are shown surrounding the central notion of lifelong learning. All the components of the graphic are discussed in detail below.


Authentic Communication
Making Real-Life Connections
Development of Language Learning Strategies
Lifelong Language Learning
Critical and Creative Thinking Skills and Metacognition
Development of Intercultural Understanding

Lifelong Language Learning

Ontario's students bring a rich variety of languages and cultures to the language classroom. This prior linguistic and cultural knowledge is part of who the student is. By acknowledging and validating the student's proficiency in the language(s) that he or she already knows, the classroom teacher reflects the belief that all language knowledge is important and that language learning can be a lifelong endeavour.

Learning another language is an advantage for life. Students who learn a second or additional language develop the skills to learn yet another language in the future. They also develop an appreciation of the similarities and differences among languages and cultures. This awareness broadens as they learn more about other languages and cultures as well as their own, while making connections between their local community and global contexts. They can then seek out opportunities to immerse themselves in language and continue their learning beyond the classroom.

Authentic Communication

The main purpose of learning a language is communication. Communication involves *reception skills* (listening and reading), *production skills* (speaking and writing), and *interaction skills*. Communication is a social act and students need to see themselves as social actors communicating for real purposes. When using a second language, they focus closely on what it is they are trying to communicate; what they need others to understand, and why; how their oral or written expression is received and interpreted; and what others are trying to communicate to them, and why. They take control of their learning through observation, listening, and rehearsing with others.

One of the key concepts in second-language learning is "comprehensible input" – that is, oral or written messages that students receive from the teacher and are able to understand. In order for input to be effective, it must be not only comprehensible but interesting, relevant, personalized, and meaningful. It must also be slightly challenging in order to provide the scaffolding that students need to be able to begin "producing" – that is, speaking and writing – language in an authentic way. Equally important in the language classroom is "output": students need multiple opportunities to engage in meaningful language production and interaction, both orally and in written form, through real-life tasks.

For students of classical languages, oral communication in the classical language is not the primary focus; however, their reception skills in listening to and reading the language are developed. Students also experience the benefits of studying a classical language in the improvement of their English reading and writing skills. The study of classical derivatives and grammatical structures and concepts, for example, can be a very effective way of improving language skills in English and of developing the necessary skills for learning additional languages. Another important aspect of classical language learning is the study of authentic texts, which can challenge students to apply their grammatical knowledge and make connections as they read.

For students of international languages, research indicates that to be effective, language instruction must provide meaningful communication and feedback from the teacher and peers in the target language in order for students to develop language and cultural proficiency. It is therefore recommended that language educators and their students use the target language as extensively as possible at all levels of instruction during instructional time and, when feasible, beyond the classroom. Most current second-language teaching philosophies underline the necessity of making language instruction meaningful for the learners. Teaching language as a system of disconnected and isolated components gives learners some knowledge of the language, but does not allow them to use the language effectively. In contrast, communicative and action-oriented approaches to teaching second or additional languages put real communication at the centre of all learning activities. "One goal of language instruction is spontaneous communication which is both fluent and accurate." To attain this, instruction includes "teaching rules for developing spontaneous oral communication and emphasizes the importance of language use and communication in the classroom."[6] International language learners need multiple opportunities to hear and use the target language in authentic and varied social contexts, including personal, academic, community, and workplace contexts, so that they can make real-life connections.

Development of Language Learning Strategies

Language learning strategies are important components of a second or additional language program. Research shows that mastering such strategies is an essential part of successful language learning. When students apply a range of strategies, they are better able to comprehend information, clarify and negotiate meaning, and communicate effectively. They begin to see themselves as successful language learners, understand their own learning processes, and take responsibility for their learning. Students should be encouraged to develop and apply a repertoire of strategies as tools to support their communication in the target language.

Language learning strategies are often categorized as cognitive, metacognitive, and social/affective. Cognitive strategies involve the direct manipulation of the language itself, such as remembering information and understanding or producing messages in the target language. Metacognitive strategies involve planning, thinking about the learning process as it is taking place, and monitoring and evaluating one's progress. Social and affective strategies enhance cooperation and help students regulate their emotions, motivations, and attitudes as they learn a target language through interacting with others.

Research also shows that effective language learners use some specific strategies to enhance their learning, retention, and application of the language. These strategies include focusing their attention on learning; planning in advance how they will approach a text (previewing, skimming, scanning, reading for main ideas); reflecting on and summarizing what they have just learned; using specific questioning techniques when explanation or clarification is needed; and making inferences from a text. Particularly important in the early stages of language learning are comprehension strategies (those that help students make sense of a text) and repair strategies (those that are applied when students recognize that their understanding is breaking down).

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[6] Joan Netten and Claude Germain, "Pedagogy and Second-Language Learning: Lessons Learned from Intensive French", *Canadian Journal of Applied Linguistics / Revue canadienne de linguistique appliquée* 8, no. 2 (2005): 183–210.

Not all students acquire these strategies on their own. Most of them will benefit from explicit classroom instruction regarding the use of target language learning strategies and their application before, during, and after a language task, in authentic and relevant contexts. It is important for teachers to move gradually from more explicit to less explicit teaching (the "gradual release of responsibility" model). Once students are consciously aware of strategies, have practised using them, can select the most effective ones for a particular task, and can see the link between their own actions and their learning, they will be more able to monitor their use of the strategies, set goals for improvement, become more motivated and more effective target language learners, and continue to apply the strategies that work best for them even after they leave the classroom.

Development of Intercultural Understanding

As stated in *Standards for Foreign Language Learning in the 21st Century*,[7]

> To study another language and culture gives one the powerful key to successful communication: *knowing how, when, and why, to say what to whom*. All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in foreign language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language remain crucial, the current organizing principle for language study is communication, which also highlights the *why*, the *whom*, and the *when* (the sociolinguistic and cultural aspects of language). The approach to second language instruction found in today's schools is designed to facilitate genuine interaction with others, whether they are on another continent, across town, or within the neighbourhood.

Intercultural understanding is an essential element of any language learning process. Through the development of knowledge, skills, and attitudes in this area, students gain a vastly deeper understanding of the language they are studying. Students gradually develop an awareness of themselves in relation to others on different levels – first in terms of people and cultures they encounter and learn about locally, then on a national level, and finally, in terms of the world – as well as an understanding of the cultural contexts and ideas being studied, both contemporary and historical.

When language learners increase their intercultural understanding, they learn to apply it more broadly, by developing respect for the rich diversity of cultures within Canada and around the world. Fostering this respect will encourage students to explore and appreciate the cultures of diverse groups of people in Canada, including First Nation, Métis, and Inuit people and francophones. Ontario's secondary schools are now home to students who speak more than 100 different languages, including several First Nation languages, many African, Asian, and European languages, and English-based creole languages. Ontario's increasing linguistic and cultural diversity provides students with many opportunities for cultural enrichment, and underscores the importance of intercultural understanding.

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[7] National Standards in Foreign Language Education Project, *Standards for Foreign Language Learning in the 21st Century* (2006), 11.

Language and culture are intertwined. It is impossible to separate one from the other. Developing cultural knowledge and skills is a lifelong process. When cultural knowledge is incorporated in language learning and related to students' own culture and language, students develop a heightened awareness and knowledge of both the new language and culture and their own. A student who has learned a language from an action-oriented and intercultural perspective is one who can effectively manage communication in both familiar and new contexts with sensitivity and openness. The portrait that emerges of today's and tomorrow's language learners depicts people who are sensitive to intercultural perspectives and open to the ongoing language and cultural changes that life and work require.

In the international languages program, each of four interconnected strands include expectations that deal with the development of intercultural understanding. Students learn about and make connections between diverse communities that use the target language, and society as a whole. Intercultural awareness and understanding, from the level of the local school and community to the national level and beyond, are key aspects of becoming a member of the global community. Global citizenship is rooted in this kind of understanding.

In the classical studies program, intercultural understanding has its own strand in the classical language courses and is incorporated throughout the Grade 12 Classical Civilization course. The Greek and Roman civilizations are the roots of many aspects of the Western world today, so studying what remains of their cultures can deepen students' understanding of everything from drama to law to science and beyond.

Critical and Creative Thinking Skills and Metacognition

To thrive in the knowledge era, people need higher-order thinking skills; the ability to critically analyse and solve problems; the ability to think logically, creatively, and critically; and the ability to apply metacognition.

There is a great deal of evidence to suggest that learning a second or additional language not only improves grammatical skills in one's first language but also enhances one's overall thinking skills and abilities. Language learning increases the ability to conceptualize and think abstractly, and improves mental flexibility, creativity, the ability to explore multiple solutions to a problem, and the ability to think about the use of language.

Critical and creative thinking skills and problem-solving skills are an integral part of learning and interacting in a second language – students apply these skills constantly as they make sense of what they are hearing, reading, and viewing, and as they try to communicate their messages clearly. Their critical thinking abilities develop as they compare their own linguistic and cultural systems with those of the target language. As they learn about the linguistic elements of a new language (e.g., cognates, idiomatic expressions, formal and informal forms of language, sound and writing systems), students develop hypotheses about the structure and use of languages. As they expand their knowledge of the target culture, they engage in a reflective process about cultural systems, comparing, contrasting, analysing, and hypothesizing about types of interactions, patterns of verbal and non-verbal behaviour, gestures, cultural resources, and other relationships between the target culture and their own.

Critical literacy, discussed in detail on pages 51–52, is another skill developed through the study of a second or additional language. The expectations in the classical studies and international languages courses require students to critically analyse and evaluate the meaning of texts as they relate to "issues of equity, power, and social justice to inform a critical stance, response and/or action".[8]

Metacognition is commonly defined as "thinking about thinking". The metacognitive process involves the ability to plan, monitor, and assess one's use of thinking processes and learning strategies. Metacognition not only plays an important role in language acquisition, it can increase student engagement, foster confidence, and empower students to be independent and responsible for their learning. As students develop the ability to understand how they learn, recognize areas that need improvement, set goals for improvement, monitor their own learning, and become independent learners, they are acquiring the basic habits and skills needed for lifelong learning.

It is important for teachers to model comprehension and thinking strategies and explicitly demonstrate them by thinking aloud. Teachers can explicitly teach metacognitive strategies in the target language by naming the strategies in the target language, discussing their uses, and giving examples. By doing so, they provide students with a common understanding and terminology so they can develop their awareness of how and why they choose certain strategies to accomplish a task and eventually speak in the target language about their choices. It is also important to engage students in talking about their own thinking and metacognitive strategies in order to increase their self-awareness, as well as to provide ample practice so that their use of these strategies becomes automatic. Students should be given many opportunities for regular self-assessment or peer-assessment of their work throughout the learning process, and to reflect on and monitor their learning.

Making Real-Life Connections

Students are more motivated to continue with the study of a second or additional language when they see immediate, real-life applications for the skills they learn. Trends in language learning have changed such that "the focus in language education in the twenty-first century is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to communicate and connect to others around the globe."[9] For example, they can communicate with a broader range of people, access more sources of entertainment and information (e.g., literature, music, film and television, and a wide variety of online resources in the other language), and increase their own prospects for future education, employment, and travel.

When learning another language, students' learning experience can be expanded by making connections with other subject areas, whether formally or informally. The language skills and cultural knowledge that students gain in the target language build upon the knowledge that students acquire in other subject areas, and vice versa. Students also bring to the classroom a wealth of knowledge and experience from the world around them that supports and enriches their learning.

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8. Ontario Ministry of Education, *Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7–12* (2012), 16.
9. S.E. Eaton, *Global Trends in Language Learning in the Twenty-first Century* (Calgary: Onate Press, 2010), 5.

International language learners will be more successful if they have opportunities to use the language in a broad range of real-life contexts, as discussed under "Authentic Communication" above. Meaningful contact with individuals that speak the target language in their community enables students to develop their language learning skills in real-life situations.

When students are unable to interact with proficient speakers of the target language in their community, teachers can use authentic materials, electronic communications, and multimedia resources to support language learning. Teachers can also facilitate student participation in exchanges, language camps or immersion experiences, and field trips or longer excursions. Schools or communities can be twinned, and visitors invited into the school.

Students of classical studies will benefit from making connections to other subjects they are studying or encountering, such as the extensive use of Greek and Latin in science contexts, the various social sciences that originated in the classical era, and so on. Outside the classroom, they may begin to notice references to classical mythology, philosophy, or languages in the various forms of fiction and non-fiction media they consume.

ROLES AND RESPONSIBILITIES IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

Students

Students' responsibilities with respect to their own learning develop gradually and increase over time as they progress through elementary and secondary school. With appropriate instruction and with experience, students come to see how an applied effort can enhance learning and improve achievement and well-being. As they mature and as they develop the ability to persist, to manage their behaviour and impulses, to take responsible risks, and to listen with understanding, students become better able to take more responsibility for their learning and progress. There are some students, however, who are less able to take full responsibility for their learning because of unique challenges they face. The attention, patience, and encouragement of teachers can be extremely important to the success of these students. Learning to take responsibility for their achievement and improvement is an important part of every student's education, regardless of his or her circumstances.

Mastering the skills and concepts connected with learning in the classical studies and international languages curriculum requires ongoing practice, an effort to respond to feedback (to the extent possible), personal reflection, and commitment from students. It also requires a willingness to try new activities, work with peers, and always follow safety practices. Through ongoing practice and reflection about their development, students deepen their appreciation and understanding of themselves and others, and of their health and well-being.

Students benefit most when they:

- make a sincere commitment to learning and to the development of interactive skills in the classroom;
- take increasing responsibility for their individual progress and learning;
- pursue opportunities outside the classroom to listen to and speak the target language.

Students' attitude towards language learning can have a significant effect on their achievement of the curriculum expectations. Teaching methods and learning activities that encourage students to recognize the value and relevance of what they are learning will go a long way towards motivating students to work and to learn effectively, and to recognize the interconnectedness of what they are learning in classical studies and international languages with the world at large.

Students in classical studies and international languages courses need to realize that honing their skills is important and that real engagement with their studies requires hard work and continual self-assessment. Through practice, consolidation, and revision of their work, students deepen their understanding of the target language. Students can also extend their learning by participating in related school and community activities. Skills developed in the classroom can be applied in many other endeavours and in a variety of careers.

Parents

Parents[10] play an important role in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can better appreciate what is being taught in the courses their daughters and sons are taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations will also help parents understand how their children are progressing in school and enhance their ability to work with teachers to improve their children's learning.

Parents can support their children's learning effectively in a variety of ways. They can attend parent-teacher interviews, participate in parent workshops, and take part in school council activities or become a school council member. Parents who encourage and monitor home practice or project completion further support their children in their language and cultural studies. Parents can also go with their children to local cultural events connected with the language their children are studying (such as art exhibits, concerts, and festivals), whether or not their children are participating in the events themselves. These events often take place in community centres, places of worship, and public parks or schools, as well as in more formal venues, such as public galleries, museums, libraries, and concert halls.

In addition, parents can support their children's learning in a second language by:

- demonstrating a positive and encouraging attitude about learning another language;
- demonstrating a positive attitude towards the target language at home and in the community;
- establishing a positive relationship with the teacher;
- getting involved in the school community;
- joining a community group to learn more about target-language resources and cultural opportunities.

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[10] The word *parent(s)* is used in this document to refer to parent(s) and guardian(s). It may also be taken to include caregivers or close family members who are responsible for raising the child.

Teachers

Teachers and students have complementary responsibilities. Teachers develop appropriate and effective instructional strategies to help students achieve the curriculum expectations, as well as appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual students' needs and ensuring sound learning opportunities for every student. Teachers reflect on the results of the learning opportunities they provide, and make adjustments to them as necessary to help every student achieve the curriculum expectations to the best of his or her ability.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to develop and refine their critical-thinking, problem-solving, and communication skills as they engage in activities, projects, and exploration. These activities should give students opportunities to relate their knowledge and skills in classical studies and international languages to the social, cultural, environmental, and economic conditions and concerns of the world in which they live. Such opportunities will motivate students to participate in their communities as responsible and engaged citizens, and to become lifelong learners.

Teachers of classical studies and international languages provide students with frequent opportunities to practise their skills and apply new learning and, through regular and varied assessment, give them the specific, descriptive feedback they need in order to further their learning and refine their skills. Teachers can help students understand that the language learning process and sustained communication and interaction often require a considerable expenditure of time and energy and a good deal of perseverance. They can also encourage students to explore alternative solutions and to take appropriate risks to become successful problem solvers. By assigning tasks that promote the development of higher-order thinking skills, teachers help students become thoughtful and effective communicators. In addition, teachers encourage students to think aloud about their own linguistic choices, and support them in developing the language and techniques they need to assess their own learning.

Teachers of international languages are important role models for students, both linguistically and culturally. Teachers have the key role of being a model speaker of the target language for their students and the disseminator of information about cultures where the language is spoken. Often teachers are the students' first contact with the language. Teachers should endeavour to use the target language as the language of communication in all classroom interactions, so that students receive constant exposure to the language in a variety of situations. Teachers provide students with varied opportunities to speak and interact in the target language in meaningful and purposeful activities that simulate real-life situations. Teachers also need to expose students to social and geographical varieties of the target language through a range of authentic materials and examples of the language being spoken by individuals of different ages and geographical origins and from various sociocultural groups. This exposure will help students develop an understanding and appreciation of the diversity within communities where the target language is spoken.

Classroom teachers, as well as other educators in the school (e.g., guidance counsellors), can also inform students about the benefits of learning a second or additional language. For example, they can highlight the merits of speaking another language by promoting language studies, exchange programs, and global career opportunities.

As part of effective teaching practice, teachers communicate with parents about what their children are learning. This communication occurs through the sharing of course outlines, ongoing formal and informal conversations, curriculum events, and other means of regular communication, such as newsletters, website postings, and blogs. Communication enables parents to work in partnership with the school, promoting discussion, follow-up at home, and student learning in a family context. Stronger connections between home and school support student learning, achievement, and well-being.

Principals

The principal works in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. To support student learning, principals ensure that the Ontario curriculum is being properly implemented in all classrooms and learning environments using a variety of instructional approaches. They also ensure that appropriate resources are made available for teachers and students. To enhance teaching and learning in all subjects, including classical studies and international languages, principals promote learning teams and work with teachers to facilitate their participation in professional development activities. Principals are also responsible for ensuring that every student who has an Individual Education Plan (IEP) is receiving the modifications and/or accommodations described in his or her plan – in other words, for ensuring that the IEP is properly developed, implemented, and monitored.

Principals are responsible for ensuring that up-to-date copies of the outlines of all of the courses of study for courses offered at the school are retained on file. These outlines must be available for parents and students to examine. Parents of students under the age of eighteen are entitled to information on course content since they are required to approve their child's choice of courses, and adult students need this information to help them choose their courses.

Principals can support students' learning by promoting the value of classical studies and of learning second or additional languages. They can foster an atmosphere of collegiality among all staff members, and include second-language teachers/educators in school improvement planning, as well as in professional learning communities that are examining student learning and the use of evidence-based strategies. Principals can also ensure that information about classical studies and international languages programs and events is included in school newsletters, on school bulletin boards, in yearbooks, and on the school website.

Community Partners

Community partners can be an important resource for a school's classical studies and international languages program. They can be models of how the knowledge and skills acquired through the study of the curriculum relate to life beyond school. Relationships with community recreation facilities, universities and colleges, businesses, service groups, and other community organizations can provide valuable support and enrichment for student learning. These organizations can provide expertise, skills, materials, and programs that are not available through the school or that supplement those that are. Partnerships with such organizations benefit not only the students but also the life of the community.

Schools and school boards can play a role by coordinating efforts with community partners. They can, for example, set up visits to art galleries, theatres, museums, and concert venues (where available), which provide rich environments for field trips and for exploration of both classical and modern cultures. Alternatively, local members of the community who speak the target language or local artists, musicians, or dancers who are familiar with the arts of a target-language community may be invited into the school. An increasing number of partnership programs – such as the Ontario Arts Council's Artists in Education program – can assist teachers in more fully integrating arts and cultural programming related to the language of study into the classroom. In locales where there are few artists or guest speakers, technology can be used to provide a wealth of opportunities for students to see performances, archaeological sites, and material culture, and to contact artists.

Nurturing partnerships with other schools and between school boards can be a valuable way of applying learning within the context of safe, healthy, and accepting school environments. Neighbouring schools and boards may share resources or facilities when developing and sharing professional development opportunities for staff, and they can collaborate in developing special events such as community fairs and information evenings. From time to time, opportunities may present themselves for schools and school boards to work with local researchers to complete studies that will help educators make informed decisions based on solid evidence, local needs, and current best practices.

In choosing community partners, schools should build on existing links with their local communities and create new partnerships in conjunction with ministry and school board policies. These links are especially beneficial when they have direct connections to the curriculum. Teachers may find opportunities for their students to participate in community events, especially events that support the students' learning in the classroom, are designed for educational purposes, and provide descriptive feedback to student participants. Community volunteers and guest speakers can help support instruction and promote the target language inside and outside the school. Provincial and national target-language organizations can also provide valuable resources and provide information about camps, exchanges, and community-based programs.

THE PROGRAM IN CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

OVERVIEW OF THE PROGRAM

The overall aim of the classical studies and international languages program is outlined in the vision statement and goals on page 6.

The classical studies program comprises courses in the classical languages (Latin and ancient Greek) and a Grade 12 course in classical civilization, which explores the culture of the classical world and its rich legacy. The international languages program comprises courses in modern languages spoken in various areas of the world.

The courses in classical languages and in international languages focus on developing the language knowledge and communication skills students will need to function effectively in the global community. Students will develop the ability to speak, listen, read, and write with accuracy and confidence. Because language and culture are closely related, students will also learn to understand and appreciate other cultures. This understanding will help students communicate and interact effectively with people of various cultures whether they are speaking English or another language. Since the study of languages and cultures enhances critical thinking and critical literacy skills, classical studies and international languages courses equip students with skills that are essential for effective learning in other areas of the curriculum. Ultimately, the courses offered in the classical studies and international languages program open up possibilities for pursuing a range of university and college programs and opportunities in the world of work.

Students may take classical or international language courses in any grade of secondary school. For this reason, progression is indicated by levels rather than grades. Classical languages and international languages are all offered at three levels in Grades 9 to 12. Courses at Level 1 are intended to interest students in studying the language and to provide a basis for acquiring and applying more advanced skills at Levels 2 and 3. Students may take courses at Levels 2 and 3 if they have completed the prerequisites.

In the classical languages program, two types of courses are offered: academic and university preparation. In the international languages program, three types of courses are offered: academic, university preparation, and open. Students choose between course types on the basis of their interests, achievement, and postsecondary goals, as well as the pathways they are pursuing. The three course types are defined as follows:

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Courses in Classical Studies and International Languages, Grades 9 to 12

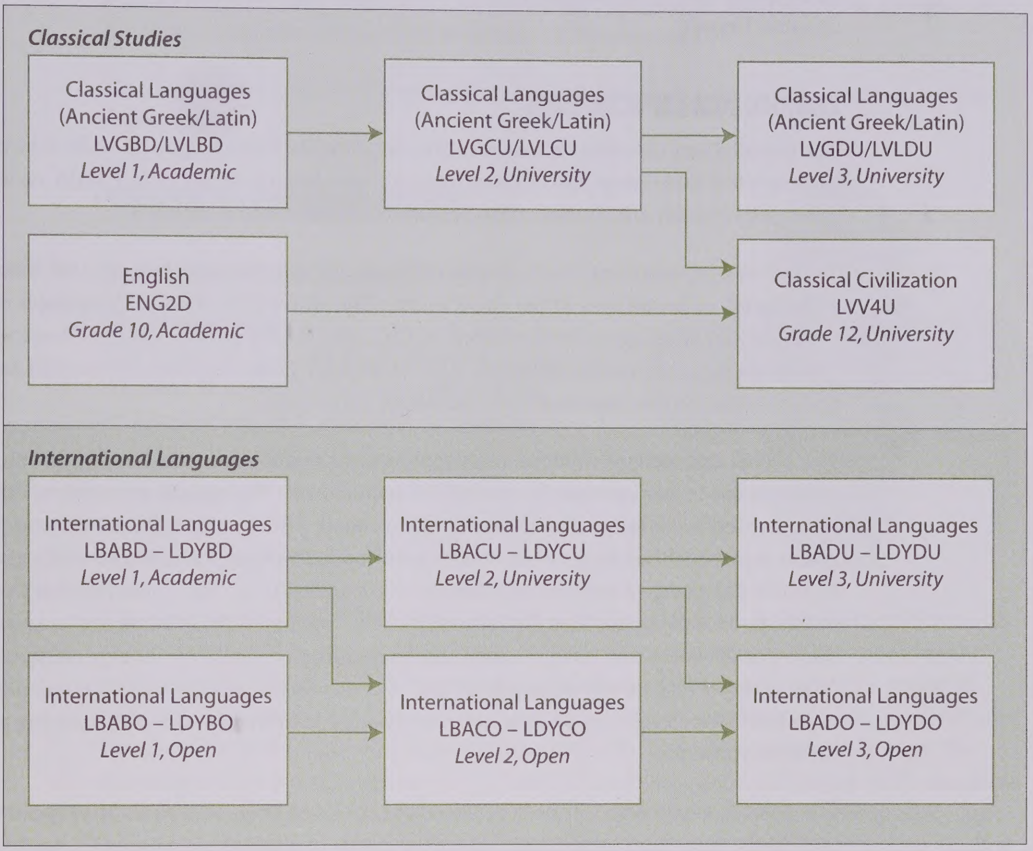
Course Name*	Course Type	Course Code	Prerequisite
Classical Studies			
Classical Languages, Level 1	Academic	LVGBD (ancient Greek) LVLBD (Latin)	None
Classical Languages, Level 2	University	LVGCU (ancient Greek) LVLCU (Latin)	Classical Languages, Level 1, Academic
Classical Languages, Level 3	University	LVGDU (ancient Greek) LVLDU (Latin)	Classical Languages, Level 2, University
Classical Civilization, Grade 12	University	LVV4U	English, Grade 10, Academic, or Classical Languages, Level 2, University
International Languages**			
International Languages, Level 1	Academic	LBABD – LDYBD	None
International Languages, Level 1	Open	LBABO – LDYBO	None
International Languages, Level 2	University	LBACU – LDYCU	International Languages, Level 1, Academic
International Languages, Level 2	Open	LBACO – LDYCO	International Languages, Level 1, Academic or Open
International Languages, Level 3	University	LBADU – LDYDU	International Languages, Level 2, University
International Languages, Level 3	Open	LBADO – LDYDO	International Languages, Level 2, University or Open

* Each of the courses listed has a credit value of 1.

** Course codes for courses in the international languages program vary by language – see the list of Common Course Codes posted on the ministry's website, at www.ontario.ca/education. Course codes consist of five characters. For international language courses, the first three characters identify the language of study (e.g., LWP is the code for Portuguese); the fourth character identifies the course level (i.e., B, C, and D refer to Level 1, 2, and 3, respectively); and the fifth character identifies the type of course (i.e., D refers to "academic", U refers to "university preparation", and O refers to "open"). Hence, the course code for a Level 3 university preparation course in Portuguese is LWPDU. Each international language course should be identified by its appropriate course code.

Prerequisite Charts for Classical Studies and International Languages, Grades 9–12

These charts map out all the courses in the discipline and show the links between courses and the possible prerequisites for them. The charts do not attempt to depict all possible movements from course to course.


Classical Studies
Classical Languages (Ancient Greek/Latin) LVGBD/LVLBD Level 1, Academic
Classical Languages (Ancient Greek/Latin) LVGCU/LVLCU Level 2, University
Classical Languages (Ancient Greek/Latin) LVGDU/LVLDU Level 3, University
English ENG2D Grade 10, Academic
Classical Civilization LVV4U Grade 12, University
International Languages
International Languages LBABD – LDYBD Level 1, Academic
International Languages LBACU – LDYCU Level 2, University
International Languages LBADU – LDYDU Level 3, University
International Languages LBABO – LDYBO Level 1, Open
International Languages LBACO – LDYCO Level 2, Open
International Languages LBADO – LDYDO Level 3, Open

Half-Credit Courses

The courses outlined in this document are designed as full-credit courses. However, *with the exception of Grade 12 and Level 3 university preparation courses,* they may also be delivered as half-credit courses.

Half-credit courses, which require a minimum of fifty-five hours of scheduled instructional time, adhere to the following conditions:

- The two half-credit courses created from a full course must together contain all of the expectations of the full course. The expectations for each half-credit course must be drawn from all strands of the full course and must be divided in a manner that best enables students to achieve the required knowledge and skills in the allotted time.
- A course that is a prerequisite for another course in the secondary curriculum may be offered as two half-credit courses, but students must successfully complete both parts of the course to fulfil the prerequisite. (Students are not required to complete both parts unless the course is a prerequisite for another course they wish to take.)

- The title of each half-credit course must include the designation *Part 1* or *Part 2*. A half credit (0.5) will be recorded in the credit-value column of both the report card and the Ontario Student Transcript.

Boards will ensure that all half-credit courses comply with the conditions described above, and will report all half-credit courses to the ministry annually in the School October Report.

CURRICULUM EXPECTATIONS

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations – overall expectations and specific expectations – are listed for each *strand*, or broad area of the curriculum. (The strands for classical languages and international languages are numbered A, B, C, and D. The strands for the Classical Civilization course are numbered A, B, C, D, and E.) Taken together, the overall and specific expectations represent the mandated curriculum.

The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail. The specific expectations are grouped under numbered headings, each of which indicates the strand and the overall expectation to which the group of specific expectations corresponds (e.g., "B2" indicates that the group relates to overall expectation 2 in strand B). This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The numbered headings are used merely to help teachers focus on particular aspects of knowledge and skills as they develop various lessons and plan learning activities for their students.

The specific expectations reflect a progression in knowledge and skill development, as well as the growing maturity and changing needs of students, through (1) changes in the wordings of expectations, where appropriate; (2) the examples that are given in parentheses in the expectation; and/or (3) the teacher prompts that follow most expectations. The progression is captured by the increasing complexity of requirements reflected in the examples and prompts and by the increasing specificity of relationships, the diversity of contexts in which the learning is applied, and the variety of opportunities described for applying it.

Most specific expectations are accompanied by examples and "teacher prompts", as requested by educators. The examples, given in parentheses, are meant to clarify the requirement specified in the expectation, illustrating the kind of knowledge or skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. The teacher prompts are meant to illustrate the kinds of questions teachers might pose in relation to the requirement specified in the expectation. Both the examples and the teacher prompts have been developed to model appropriate practice for the level (for language courses) or grade (for Classical Civilization), and are meant to serve as illustrations for teachers. Both the examples and prompts are intended as suggestions for teachers rather than as exhaustive or mandatory lists. Teachers can choose to use the examples and prompts that are appropriate for their classrooms, or they may develop their own approaches that reflect a similar level of complexity. Whatever the specific ways in which the requirements outlined in the expectations are implemented in the classroom, they must, wherever possible, be inclusive and reflect the diversity of the student population and the population of the province.

The diagram on page 24 shows all of the elements to be found on a page of curriculum expectations.

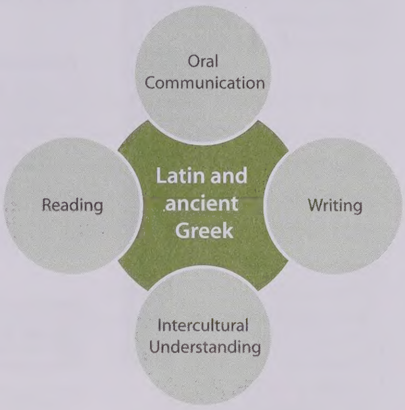
STRANDS IN THE CURRICULUM

Courses in Classical Studies

Classical Languages

The expectations in all levels of classical language courses are organized into four distinct but interrelated strands, which are as follows:

A. Oral Communication
B. Reading
C. Writing
D. Intercultural Understanding



The program in classical languages places emphasis on written rather than oral forms of communication. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning. It is imperative that teachers of ancient Greek or Latin plan instructional activities that integrate expectations across the strands in order to highlight the interconnectedness of language and culture in the development of literacy skills. Students can develop skills covered in several strands by engaging in richly integrated tasks such as participating in a discussion about the cultural context of a classical text they are reading, discussing strategies for reading or translating a text, or offering constructive and descriptive feedback about written work produced by their peers.

See the overview to classical studies (page 63) for a description of each strand in the classical language courses.

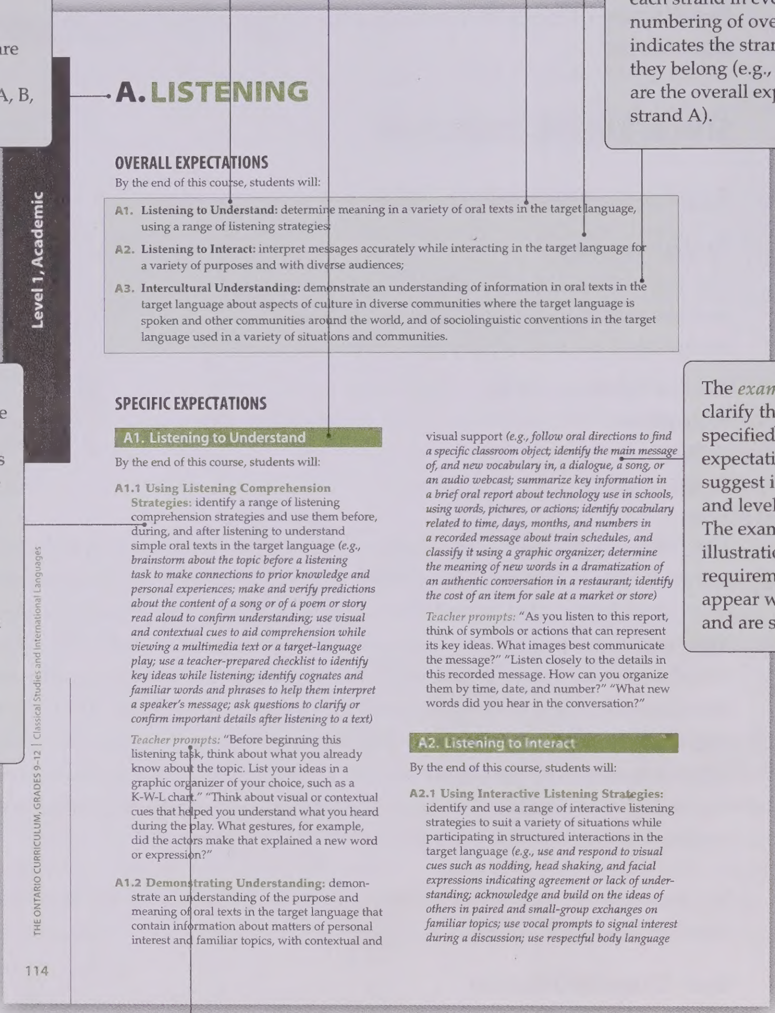
Grade 12 Classical Civilization

The Classical Civilization course is designed to introduce students to the extraordinary achievements and enduring legacy of the ancient Greeks and Romans. This course will allow students to develop understanding of the classical world and to gain insight into the vast and profound influence of the classical world on the modern world. For students who have studied one or both of the classical languages, this course will enrich their knowledge of the ancient Mediterranean by allowing them to extend their understanding through additional research.

The expectations in each international language and classical language course are organized into four *strands*, numbered A, B, C, and D. The expectations in the Grade 12 Classical Civilization course are organized into five *strands*, numbered A, B, C, D, and E.

A *numbered subheading* introduces each overall expectation. The same heading is used to identify the group of specific expectations that relates to the particular overall expectation (e.g., "A1. Listening to Understand" relates to the first overall expectation in strand A, Listening).

The *overall expectations* describe in general terms the knowledge and skills students are expected to demonstrate by the end of each course. Two to four overall expectations are provided for each strand in every course. The numbering of overall expectations indicates the strand to which they belong (e.g., A1 through A3 are the overall expectations for strand A).



Level 1, Academic

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand simple oral texts in the target language *(e.g., brainstorm about the topic before a listening task to make connections to prior knowledge and personal experiences; make and verify predictions about the content of a song or of a poem or story read aloud to confirm understanding; use visual and contextual cues to aid comprehension while viewing a multimedia text or a target-language play; use a teacher-prepared checklist to identify key ideas while listening; identify cognates and familiar words and phrases to help them interpret a speaker's message; ask questions to clarify or confirm important details after listening to a text)*

Teacher prompts: "Before beginning this listening task, think about what you already know about the topic. List your ideas in a graphic organizer of your choice, such as a K-W-L chart." "Think about visual or contextual cues that helped you understand what you heard during the play. What gestures, for example, did the actors make that explained a new word or expression?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information about matters of personal interest and familiar topics, with contextual and visual support *(e.g., follow oral directions to find a specific classroom object; identify the main message of, and new vocabulary in, a dialogue, a song, or an audio webcast; summarize key information in a brief oral report about technology use in schools, using words, pictures, or actions; identify vocabulary related to time, days, months, and numbers in a recorded message about train schedules, and classify it using a graphic organizer; determine the meaning of new words in a dramatization of an authentic conversation in a restaurant; identify the cost of an item for sale at a market or store)*

Teacher prompts: "As you listen to this report, think of symbols or actions that can represent its key ideas. What images best communicate the message?" "Listen closely to the details in this recorded message. How can you organize them by time, date, and number?" "What new words did you hear in the conversation?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in structured interactions in the target language *(e.g., use and respond to visual cues such as nodding, head shaking, and facial expressions indicating agreement or lack of understanding; acknowledge and build on the ideas of others in paired and small-group exchanges on familiar topics; use vocal prompts to signal interest during a discussion; use respectful body language*

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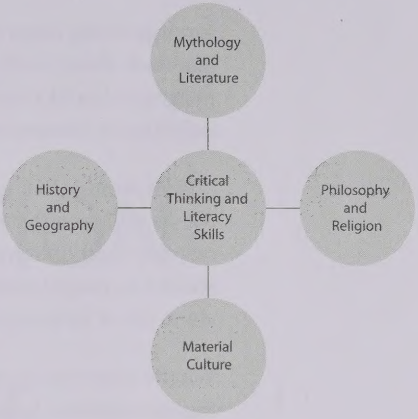
The *specific expectations* describe the expected knowledge and skills in greater detail. The expectation number identifies the strand to which the expectation belongs and the overall expectation to which it relates (e.g., A1.1 and A1.2 relate to the first overall expectation in strand A).

The *examples* help to clarify the requirement specified in the expectation and to suggest its intended depth and level of complexity. The examples are illustrations only, not requirements. They appear within parentheses and are set in italics.

Teacher prompts illustrate the kinds of questions that teachers might pose in relation to the requirement specified in the expectation. They are illustrations only, not requirements. Teacher prompts follow the specific expectation and examples.

The expectations for this course are organized into five interrelated strands, which are as follows:

A. Critical Thinking and Literacy Skills
B. Mythology and Literature
C. History and Geography
D. Philosophy and Religion
E. Material Culture



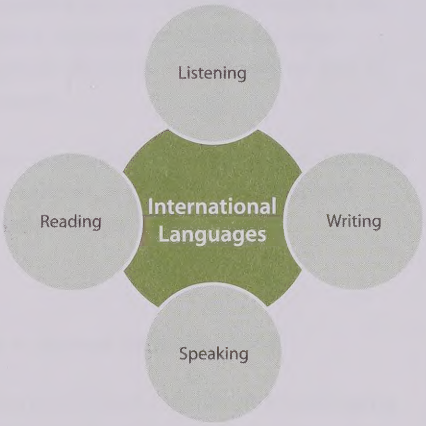
The Critical Thinking and Literacy Skills strand provides an overarching approach to the study of content to enable students to increase their skills in analysing, synthesizing, and evaluating information that they encounter in class and through their own research. Strands B to E focus on some of the most significant aspects of the classical world. It is imperative that teachers of this course plan instructional activities that blend expectations from several strands in order to provide students with enriched and meaningful learning experiences that emphasize making connections between the classical world, the world around them, and their own experiences.

See the overview to classical studies (page 63) for a description of each strand in the course.

Courses in International Languages

The expectations in all levels of international languages courses are organized in four interrelated strands, which are as follows:

A. Listening
B. Speaking
C. Reading
D. Writing



The curriculum in international languages is designed to develop a range of skills in the four strands, building on a solid foundation of oral communication and incorporating the use of analytical, critical, and metacognitive thinking skills. Since students learn best when they are provided with opportunities to monitor and reflect on their learning, each strand includes expectations that call for such reflection. Each strand also includes expectations on the development of intercultural understanding.

The language and language learning skills in the four strands overlap with and strengthen one another. Effective instructional activities often blend expectations from two or more strands in order to provide students with the kinds of experiences that promote meaningful learning. Students can develop skills covered in several strands by engaging in richly integrated tasks such as participating in a debate on a current issue, discussing strategies for organizing ideas in a writing assignment, or offering constructive and descriptive feedback about work produced by their peers. A high-quality international language program should provide daily opportunities for students to engage in various oral activities in connection with expectations in all four strands.

It is imperative that teachers plan instructional activities that integrate expectations across the strands in order to highlight the interconnectedness of language and culture in the development of literacy skills. For this reason, language structures and conventions should be taught along with cultural concepts so that students are exposed to the key elements of language through contextualized work done across all four strands.

See the overview to international languages (page 109) for a description of each strand in the international languages courses.

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

BASIC CONSIDERATIONS

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010 sets out the Ministry of Education's assessment, evaluation, and reporting policy. The policy aims to maintain high standards, improve student learning, and benefit students, parents, and teachers in elementary and secondary schools across the province. Successful implementation of this policy depends on the professional judgement[11] of educators at all levels as well as on their ability to work together and to build trust and confidence among parents and students.

A brief summary of some major aspects of the current assessment, evaluation, and reporting policy, with a focus on policy relating to secondary schools, is given below. Teachers should refer to *Growing Success* for more detailed information.

Fundamental Principles

The primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

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[11] "Professional judgement", as defined in *Growing Success* (p. 152), is "judgement that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgement involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection and self-correction".

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a course, should *not* be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of these two areas of achievement.

The six learning skills and work habits are responsibility, organization, independent work, collaboration, initiative, and self-regulation.

Content Standards and Performance Standards

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the overall and specific curriculum expectations identified in the curriculum documents for every subject and discipline.

The performance standards are outlined in the achievement chart, which is provided in the curriculum documents for every subject or discipline (see pages 34–35). The achievement chart is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Assessment *for* Learning and *as* Learning

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer assessment and self-assessment.

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Determining a report card grade involves the interpretation of evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation), combined with the teacher's professional judgement and consideration of factors such as the number of tests/exams or assignments for evaluation that were not completed or submitted and the fact that some evidence may carry greater weight than other evidence.

Seventy per cent of the final grade (a percentage mark) in a course will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. Thirty per cent will be based on a final evaluation administered at or towards the end of the course.

Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. There are two formal reporting periods for a semestered course and three formal reporting periods for a non-semestered course. The reports reflect student achievement of the overall curriculum expectations, as well as development of learning skills and work habits.

Although there are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

THE ACHIEVEMENT CHART FOR CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

The achievement chart identifies four categories of knowledge and skills and four levels of achievement in classical studies and international languages. The components of the chart are explained below. (See also the section "Content Standards and Performance Standards", on page 28.)

Categories of Knowledge and Skills

The categories represent four broad areas of knowledge and skills within which the expectations for any given subject or course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

Knowledge and Understanding. Subject-specific content acquired in each grade or course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking. The use of critical and creative thinking skills and/or processes.

Communication. The conveying of meaning and expression through various forms.

Application. The use of knowledge and skills to make connections within and between various contexts.

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation. However, it also indicates that for different courses, the *relative* importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course and in instructional practice.

Criteria and Descriptors

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors".

A set of criteria is identified for each category in the achievement chart. The criteria are subsets of the knowledge and skills that define the category. The criteria identify the aspects of student performance that are assessed and/or evaluated, and they serve as a guide to what teachers look for. In the classical studies and international languages curriculum, the criteria for each category are as follows:

Knowledge and Understanding

- knowledge of content (e.g., vocabulary and expressions; language conventions; cultural information; linguistic elements)
- understanding of content (e.g., concepts, ideas, opinions; language structures and strategies; verbal and non-verbal cues; forms and characteristics of texts)

Thinking

- use of planning skills (e.g., establishing a focus; setting goals; generating ideas; formulating questions; gathering information; organizing information and ideas; selecting and using strategies and resources)
- use of processing skills (e.g., analysing; inferring; predicting; summarizing; revising and restructuring; integrating; interpreting; evaluating; detecting bias)
- use of critical/creative thinking processes (e.g., reasoning; critical literacy; analytical, metacognitive, inquiry, problem-solving, and decision-making processes; critiquing)

Communication

- organization and expression of ideas and information (e.g., logical organization, clear expression) in oral, graphic/visual, and/or written forms
- communication for different audiences (e.g., use of the target language in socially and culturally appropriate ways) and purposes (e.g., to interact, collaborate; to inform, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems) in oral, graphic/visual, and/or written forms
- use of conventions (e.g., language structures, spelling, punctuation, elements of style and usage), vocabulary, and terminology of the discipline in oral, graphic/visual, and/or written forms (e.g., in contextualized situations)

Application

- application of knowledge and skills (e.g., language-learning strategies, translation skills, derivative identification skills, cultural knowledge) in familiar contexts
- transfer of knowledge and skills (e.g., language-learning strategies, cultural knowledge) to new contexts (e.g., authentic classroom scenarios)
- making connections within and between various contexts (e.g., between personal, social, global, cultural, historical, and/or environmental contexts; between the language of study and other languages; between languages and other subjects)

"Descriptors" indicate the characteristics of the student's performance, with respect to a particular criterion, on which assessment or evaluation is focused. *Effectiveness* is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving in specific areas, as necessary, if they are to be successful in a course in the next grade.

Level 2 represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the course.*

Specific "qualifiers" are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion "use of planning skills" would be described in the achievement chart as "[The student] uses planning skills with *considerable* effectiveness".

THE ACHIEVEMENT CHART: CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES , GRADES 9–12

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content *(e.g., vocabulary and expressions; language conventions; cultural information; linguistic elements)*	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content *(e.g., concepts, ideas, opinions; language structures and strategies; verbal and non-verbal cues; forms and characteristics of texts)*	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills *(e.g., establishing a focus; setting goals; generating ideas; formulating questions; gathering information; organizing information and ideas; selecting and using strategies and resources)*	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills *(e.g., analysing; inferring; predicting; summarizing; revising and restructuring; integrating; interpreting; evaluating; detecting bias)*	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes *(e.g., reasoning; critical literacy; analytical, metacognitive, inquiry, problem-solving, and decision-making processes; critiquing)*	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness
Communication – The conveying of meaning through various forms				
	The student:			
Organization and expression of ideas and information *(e.g., logical organization, clear expression)* **in oral, graphic/visual, and/or written forms**	organizes and expresses ideas and information with limited effectiveness	organizes and expresses ideas and information with some effectiveness	organizes and expresses ideas and information with considerable effectiveness	organizes and expresses ideas and information with a high degree of effectiveness

Categories	Level 1	Level 2	Level 3	Level 4
Communication *(continued)*				
	The student:			
Communication for different audiences *(e.g., use of the target language in socially and culturally appropriate ways)* **and purposes** *(e.g., to interact, collaborate; to inform, instruct; to entertain, perform; to persuade; to express feelings and ideas; to solve problems)* **in oral, graphic/visual, and/or written forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions *(e.g., language structures, spelling, punctuation, elements of style and usage)*, **vocabulary, and terminology of the discipline in oral, graphic/visual, and/or written forms** *(e.g., in contextualized situations)*	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application – The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills *(e.g., language-learning strategies, translation skills, derivative identification skills, cultural knowledge)* **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills *(e.g., language-learning strategies, cultural knowledge)* **to new contexts** *(e.g., authentic classroom scenarios)*	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts *(e.g., between personal, social, global, cultural, historical, and/or environmental contexts; between the language of study and other languages; between languages and other subjects)*	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

SOME CONSIDERATIONS FOR PROGRAM PLANNING IN CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

INSTRUCTIONAL APPROACHES

Effective instruction is key to student success. To provide effective instruction, teachers need to consider what they want students to learn, how they will know whether students have learned it, how they will design instruction to promote the learning, and how they will respond to students who are not making progress.

When planning what students will learn, teachers identify the main concepts and skills described in the curriculum expectations, consider the contexts in which students will apply the learning, and determine students' learning goals.

Instructional approaches should be informed by the findings of current research on instructional practices that have proved effective in the classroom. For example, research has provided compelling evidence about the benefits of the explicit teaching of strategies that can help students develop a deeper understanding of concepts. Strategies such as "compare and contrast" (e.g., through Venn diagrams and comparison matrices) and the use of analogy give students opportunities to examine concepts in ways that help them see what the concepts *are* and what they *are not*. Although such strategies are simple to use, teaching them explicitly is important in order to ensure that all students use them effectively.

A well-planned instructional program should always be at the student's level, but it should also push the student towards his or her optimal level of challenge for learning, while providing the support and anticipating and directly teaching the skills that are required for success.

A Differentiated Approach to Teaching and Learning

A differentiated approach to teaching and learning, as part of a framework for effective classroom practice, involves adapting instruction and assessment in response to differing student interests, learning preferences, and readiness in order to promote growth in learning.

An understanding of students' strengths and needs, as well as of their backgrounds, life experiences, and possible emotional vulnerabilities, can help teachers identify and address the diverse strengths and needs of their students. Teachers continually build their awareness of students' learning strengths and needs by observing and assessing their readiness to learn, their interests, and their learning styles and preferences. As teachers develop and deepen their understanding of individual students, they can respond more effectively to the students' needs by differentiating instructional approaches – adjusting the method or pace of instruction, using different types of resources, allowing a wider choice of topics, even adjusting the learning environment, if appropriate, to suit the way their students learn and how they are best able to demonstrate their learning. Differentiation is planned as part of the overall learning design but also includes adaptations made during the teaching and learning process in response to assessment for learning. *What* students learn continues to be guided by the curriculum expectations and remains the same for all students.

In the international languages classroom, it is often necessary to support learning across a range of language levels – there are often a wide variety of students with diverse language backgrounds, strengths, needs, and motivations. For example, although credit courses in international languages begin at the secondary school level, many students bring prior knowledge of languages to these programs. Students may have developed such knowledge through the non-credit International Languages Elementary (ILE) program offered in some Ontario schools. Some students may speak an international language at home, or may have studied a classical language in their country of origin. Other students may have used, or had extensive exposure to, additional languages thanks to community events, media and electronic communications, or personal relationships. Differentiated instruction is an essential tool to meet the needs of students with different levels of prior experience.

Lesson Design

Effective lesson design involves several important elements. Teachers engage students in a lesson by activating their prior learning and experiences, clarifying the purpose for learning, and making connections to contexts that will help them see the relevance and usefulness of what they are learning. Teachers select instructional strategies to effectively introduce concepts, and consider how they will scaffold instruction in ways that will best meet the needs of their students. At the same time, they consider when and how to check students' understanding and to assess their progress towards achieving their learning goals. Teachers provide multiple opportunities for students to apply their knowledge and skills and to consolidate and reflect on their learning. A three-part lesson design (e.g., "Minds On, Action, and Consolidation") is often used to structure these elements.

Instructional Approaches in Classical Studies and International Languages

Instruction in classical studies and international languages should help students acquire the knowledge, skills, and attributes they need in order to achieve the curriculum expectations and be able to enjoy and participate in language learning and cultural exploration throughout their lives. Instruction is effective if it motivates students and instils positive habits of mind, such as curiosity and open-mindedness; a willingness to think, question, challenge, and be challenged; and an awareness of the value of listening or reading closely and communicating clearly. To be effective, instruction must be based on the belief that all students can be successful and that learning in classical studies and international languages is important and valuable for all students.

Students will benefit from a thematic approach to lesson planning and delivery. Teachers should develop enriched language instruction and engaging course content, so that students can acquire and consolidate language knowledge at the same time as they develop intercultural understanding. Teachers should also ensure that linguistic elements, including language structures and conventions, are taught and practised in context, not in isolation.

The classical studies and international languages curriculum is based on the premise that *all students can be successful language learners*. One of the keys to student success in mastering language skills and cultural knowledge is high-quality instruction. Since no single instructional approach can meet all of the needs of each learner, teachers will select classroom activities that are differentiated on the basis of students' individual needs, proven learning theory, and best practices. Classical studies and international languages programs provide engaging, stimulating, and relevant experiences for their students. Teachers must also help relate that knowledge and those skills acquired to students' own experiences and the world at large.

All teachers should remember that language learners need frequent opportunities to listen, speak, read, and write. Time and intensity are features of successful language programs, and some languages will require additional time spent on certain skills. Students need to have plenty of opportunities to communicate with teachers through conferencing. They also need to work with classmates in a range of interactive activities, such as face-to-face and electronic conversations, group work, jigsaw activities, literature circles, peer tutoring, and community outreach tasks. Students need to receive meaningful and timely feedback in a respectful and helpful manner from both the teacher and their peers. They need to be given sufficient time to formulate their thoughts in the language they are learning before answering questions or contributing ideas in class. In oral contexts, teachers should focus on communication first, responding to the content of what the student is trying to communicate, and, as necessary, rephrasing in order to provide a model for the student. It is important to remember that making errors is a normal and integral part of the language learning process. In learning a language, students should be encouraged to make and test hypotheses about the language and to apply prior knowledge and strategies from other curricular experiences.

The courses in classical studies and international languages outlined in this document have been designed for use throughout the province. Teachers are therefore encouraged to make use of aspects of the local linguistic and cultural environment, as well as various forms of technology, when developing lessons. The courses also provide for explicit teaching of language structures, concepts, and skills. In effective programs, teachers will also introduce a rich variety of activities that integrate expectations from different strands and challenge their students.

A selection of effective teaching strategies for classical studies and international languages is provided in Appendix C. Strategies are also available on www.edugains.ca or in the EduGAINS document entitled *Facilitator's Guide for the "Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grade 7–12"*, at www.edugains.ca/resourcesLIT/ProfessionalLearningFacilitator/ALG_FacilitatorsGuide.pdf.

The Value of Oral Language

To develop literacy in any language, it is critical for students to develop oral language skills. Through frequent opportunities to converse with their peers, students develop their listening and speaking skills, as well as an overall sense of the language and its structure. In addition, through talk, students are able to communicate their thinking and learning to others. Talk thus enables students to express themselves, develop healthy relationships with peers, and define their thoughts about themselves, others, and the world.

Both teacher talk and student talk are essential to the development of all literacy skills. Talk is a means of constructing meaning. It is used to develop, clarify, and extend thinking. This is true not only of the prepared, formal talk of interviews, book talks, debates, and presentations but also of the informal talk that occurs when, for example, students work together and ask questions, make connections, and respond orally to texts or learning experiences, or when a teacher models a think-aloud.

Three forms of oral language are important to consider when planning lessons in classical studies and international languages:

- *Informal talk* is used in conversations and dialogues throughout the school day for a wide range of learning purposes, such as asking questions, recounting experiences, expressing opinions, brainstorming, problem solving, and exchanging opinions on an impromptu or casual basis.
- *Discussion* involves a purposeful and extended exchange of ideas that provides a focus for inquiry or problem solving, often leading to new understanding. Discussions may involve responding to ideas in a story or other piece of fiction or exchanging opinions about current events or issues in the classroom or community.
- *Formal talk* involves speaking in prepared or rehearsed presentations to an audience. Some examples are storytelling, poetry readings, role playing, oral reports, book talks, interviews, debates, and multimedia presentations.

For more information on developing oral language skills and literacy, see page 50.

PLANNING CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Classroom teachers are the key educators of students with special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Classroom teachers commit to assisting every student to prepare for living with the highest degree of independence possible.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013) describes a set of beliefs, based in research, that should guide program planning for students with special education needs in all disciplines. Teachers planning classical studies and international languages courses need to pay particular attention to these beliefs, which are as follows:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Universal design[12] and differentiated instruction[13] are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of strengths and needs. Teachers plan programs that are attuned to this diversity and use an integrated process of assessment and instruction that responds to the unique strengths and needs of each student. An approach that combines principles of universal design and differentiated instruction enables educators to provide personalized, precise teaching and learning experiences for all students.

In planning courses in classical studies and international languages for students with special education needs, teachers should begin by examining both the curriculum expectations in the course appropriate for the individual student and the student's particular strengths and learning needs to determine which of the following options is appropriate for the student:

- no accommodations[14] or modified expectations; or
- accommodations only; or
- modified expectations, with the possibility of accommodations; or
- alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

If the student requires either accommodations or modified expectations, or both, the relevant information, as described in the following paragraphs, must be recorded in his or her Individual Education Plan (IEP). More detailed information about planning programs for students with special education needs, including students who require alternative programs and/or courses,[15] can be found in *The Individual Education Plan (IEP): A Resource*

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[12] The goal of Universal Design for Learning (UDL) is to create a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

[13] Differentiated instruction (DI), as discussed on page 37 of this document, is effective instruction that shapes each student's learning experience in response to his or her particular learning preferences, interests, and readiness to learn.

[14] "Accommodations" refers to individualized teaching and assessment strategies, human supports, and/or individualized equipment (see *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, p. 72).

[15] Alternative programs are identified on the IEP by the term "alternative (ALT)".

Guide, 2004 (referred to hereafter as the *IEP Resource Guide, 2004*). For a detailed discussion of the ministry's requirements for IEPs, see *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000* (referred to hereafter as *IEP Standards, 2000*).

Students Requiring Accommodations Only

Some students with special education needs are able, with certain accommodations, to participate in the regular course curriculum and to demonstrate learning independently. Accommodations allow the student with special education needs to access the curriculum without any changes to the course expectations. The accommodations required to facilitate the student's learning must be identified in his or her IEP (*IEP Standards, 2000,* p. 11). A student's IEP is likely to reflect the same accommodations for many, or all, subjects or courses.

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on the provision of accommodations to meet the diverse needs of learners.

There are three types of accommodations:

- *Instructional accommodations* are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia. Some examples include the use of graphic organizers, photocopied notes, adaptive equipment, or assistive software.
- *Environmental accommodations* are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- *Assessment accommodations* are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions (see page 29 of the *IEP Resource Guide, 2004,* for more examples).

If a student requires "accommodations only" in courses in classical studies and international languages, assessment and evaluation of his or her achievement will be based on the regular course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student's Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

Students Requiring Modified Expectations

In classical studies and international languages courses, modified expectations for most students with special education needs will be based on the regular course expectations, with changes in the number and/or complexity of the expectations. Modified expectations must represent specific, realistic, observable, and measurable goals, and must describe specific knowledge and/or skills that the student can demonstrate independently, given the appropriate assessment accommodations.

It is important to monitor, and to reflect clearly in the student's IEP, the extent to which expectations have been modified. The principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student.

Modified expectations must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period (*IEP Standards, 2000*, pp. 10 and 11). Modified expectations should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which his or her performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card. The student's learning expectations must be reviewed in relation to the student's progress at least once every reporting period, and must be updated as necessary (*IEP Standards, 2000*, p. 11).

If a student requires modified expectations in classical studies and international languages courses, assessment and evaluation of his or her achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined in this document. If some of the student's learning expectations for a course are modified but the student is working towards a credit for the course, it is sufficient simply to check the IEP box on the Provincial Report Card. If, however, the student's learning expectations are modified to such an extent that the principal deems that a credit will not be granted for the course, the IEP box must be checked and the appropriate statement from *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010*, page 62, must be inserted. The teacher's comments should include relevant information on the student's demonstrated learning of the modified expectations, as well as next steps for the student's learning in the course.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 per cent of the students in Ontario's English-language schools is a language other than English. In addition, some students use varieties of English – also referred to as dialects – that differ significantly from the English required for success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English, or varieties of English that differ from the language used in the classroom, are spoken. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited.

When they start school in Ontario, many of these students are entering a new linguistic and cultural environment. All teachers share in the responsibility for these students' English-language development. English language learners who are also studying another language will benefit from the second-language teacher's contribution to their understanding of the importance of literacy in the context of learning that additional language.

English language learners (students who are learning English as a second or additional language in English-language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Effective teachers find positive ways to incorporate this diversity into their instructional programs and into the classroom environment.

Most English language learners in Ontario schools have age-appropriate proficiency in their first language, as well as the appropriate literacy skills. Although they need frequent opportunities to use English at school, there are important educational and social benefits associated with continued development of their first language while they are learning English and an additional language. Teachers need to encourage parents to continue to use their own language at home in rich and varied ways, not only to preserve the language as part of their children's heritage and identity but also as a foundation for their language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

Research confirms that a prior language-learning experience can facilitate and accelerate *further* language learning. Indeed, many English language learners are motivated and able to excel in an additional language of study, while in other areas of the curriculum, where their success may depend on their knowledge of English, the achievement gap between them and their peers may be much greater. The study of a second/additional language gives them the welcome experience of functioning on the same level as their English-speaking peers. Some English language learners who are newcomers to Ontario may even have prior formal or informal learning experience with the language of study, giving them an advantage in the classroom. Moreover, succeeding in learning an additional language has also been shown to help English language learners improve their English-language skills.

During their first few years in Ontario schools, English language learners may receive support through one of two distinct programs from teachers designed to meet their language-learning needs:

English as a Second Language (ESL) programs are for students born in Canada or newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools.

English Literacy Development (ELD) programs are primarily for newcomers whose first language is a language other than English, or is a variety of English significantly different from that used for instruction in Ontario schools, and who arrive with significant gaps in their education. These students generally come from countries where access to education is limited or where there are limited opportunities to develop language and literacy skills in any language.

In planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. For example, students who are in an early stage of English-language acquisition may go through a "silent period" during which they closely observe the interactions and physical surroundings of their new learning environment. They may use body language rather than speech or they may use their first language until they have gained enough proficiency in English or a second/additional language to feel confident of their interpretations and responses. Students thrive in a safe, supportive, and welcoming environment that nurtures their self-confidence while they are receiving focused literacy instruction. When they are ready to participate, in paired, small-group, or whole-class activities, some students will begin by using a single word or phrase to communicate a thought, while others will speak quite fluently.

In a supportive learning environment, most students will develop oral language proficiency quite quickly. Teachers can sometimes be misled by the high degree of oral proficiency demonstrated by many English language learners in their use of everyday English and may mistakenly conclude that these students are equally proficient in their use of academic English. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes.

Responsibility for students' English-language development is shared by all teachers, including the ESL/ELD teacher (where available), and other school staff. Volunteers and peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- use of a variety of instructional strategies (e.g., modelling; small-group instruction; extensive use of visual cues, images, diagrams, graphic organizers, and scaffolding; previewing of texts; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, illustrated guides or diagrams, multilingual word walls with target language vocabulary, resources/guides/brochures available in languages that students speak at home, simplified text, bilingual dictionaries, materials that reflect cultural diversity);
- use of assessment accommodations that support students in demonstrating the full range of their learning (e.g., provision of options for students to choose how they will demonstrate their learning; use of oral interviews and presentations; provision of additional time; use of demonstrations or visual representations, portfolios, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers need to adapt the program for English language learners as they acquire English and second language proficiency. For English language learners at the early stages of English language acquisition, teachers are required to modify curriculum expectations as needed. Most English language learners require accommodations for an extended period, long after they have achieved proficiency in everyday English.

When curriculum expectations are modified in order to meet the language-learning needs of English language learners, assessment and evaluation will be based on the documented modified expectations. Teachers will check the ESL/ELD box on the Provincial Report Card only when modifications have been made to curriculum expectations to address the language needs of English language learners (the box should *not* be checked to indicate simply that they are participating in ESL/ELD programs or if they are only receiving accommodations). There is no requirement for a statement to be added to the "Comments" section of the report cards when the ESL/ELD box is checked.

Although the degree of program adaptation required will decrease over time, students who are no longer receiving ESL or ELD support may still need some program adaptations to be successful.

For further information on supporting English language learners, refer to the following documents:

- *The Ontario Curriculum, Grades 9–12: English as a Second Language and English Literacy Development, 2007*
- *English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007*
- *Supporting English Language Learners with Limited Prior Schooling: A Practical Guide for Ontario Educators, Grades 3 to 12, 2008*
- *Many Roots, Many Voices: Supporting English Language Learners in Every Classroom, 2005.*

ENVIRONMENTAL EDUCATION AND CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

> *Ontario's education system will prepare students with the knowledge, skills, perspectives, and practices they need to be environmentally responsible citizens. Students will understand our fundamental connections to each other and to the world around us through our relationship to food, water, energy, air, and land, and our interaction with all living things. The education system will provide opportunities within the classroom and the community for students to engage in actions that deepen this understanding.*
>
> *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, 2009*, p. 6

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools outlines an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system.

The three goals outlined in *Acting Today, Shaping Tomorrow* are organized around the themes of teaching and learning, student engagement and community connections, and environmental leadership. The first goal is to promote learning about environmental issues and solutions. The second is to engage students in practising and promoting environmental stewardship, both in the school and in the community. The third stresses the importance of having organizations and individuals within the education system provide leadership by implementing and promoting responsible environmental practices throughout the system so that staff, parents, community members, and students become dedicated to living more sustainably.

The courses in classical studies and international languages offer many opportunities for accomplishing these goals. For example, in international language courses, students might explore how the natural environment has influenced the celebrations, forms of artistic expression, and cuisine of various cultural groups that speak the target language. Or students might listen to a news broadcast or read an article in the target language regarding a concern related to the environment, such as air and water quality or a natural disaster linked to development or climate change. Doing so encourages students to consider different perspectives and make connections between Canada and the rest of the world.

Courses in classical studies and international languages can also be powerful vehicles for students to explore and identify the social, historical, and political impacts of issues related to the environment. For example, in the Grade 12 Classical Civilization course, students might explore how the urbanization methods of classical societies affected the environment and vice versa, as well as how the natural world influenced mythology and religion in the classical era.

A resource document – *The Ontario Curriculum, Grades 9–12: Environmental Education, Scope and Sequence of Expectations* – has been prepared to assist teachers in planning lessons that integrate environmental education with other subject areas. It identifies curriculum expectations and related examples and prompts in disciplines across the Ontario curriculum that provide opportunities for student learning "in, about, and/or for" the environment. Teachers can use this document to plan lessons that relate explicitly to the environment, or they can draw on it for opportunities to use the environment as *the context for learning*. The document can also be used to make curriculum connections to school-wide environmental initiatives. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/teachers/enviroed/publications.html.

HEALTHY RELATIONSHIPS AND CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies, programs, and initiatives, including Foundations for a Healthy School, the Equity and Inclusive Education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed "that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum" (p. 11). Teachers can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs and intramural and interschool sports provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of "teachable moments" to address immediate relationship issues that may arise among students.

Relationship skills are developed as part of the classical studies and international languages curriculum, and students have many opportunities to develop healthy relationships in the classroom. For example, when students work collaboratively (in pairs, small groups, or whole-class situations) to develop their skills in the language of study, teachers can support them in simultaneously developing their skills in communication, empathy, and teamwork, appreciating the value of each other's contributions, and supporting each other in these experiences. In addition, teachers can encourage students to participate in or attend exchange programs, community groups, cultural events, language immersion opportunities, volunteer opportunities (e.g., at museums, art galleries, community centres), or other such opportunities to connect with others and practise their relationship skills outside the school.

EQUITY AND INCLUSIVE EDUCATION IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

The Ontario Equity and Inclusive Education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members of diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nations, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

In a classical studies and international languages program that is aligned with inclusive education policies, learning resources and materials presented for classroom use reflect the broad range of students' interests, backgrounds, cultures, and experiences. Teachers should routinely use materials that reflect the diversity of Canadian and world cultures, including Ontario's diaspora communities, particularly those that speak the target language. Teachers should ensure that students have access to relevant material from such communities. As students read and reflect on a rich variety of texts, they develop a deeper understanding of themselves and others and of the world around them. If students see both themselves and a variety of others in the texts they study, they will be more engaged in learning and they will also come to appreciate the nature and value of a diverse, multicultural society. In general, the study of the language conventions, linguistic elements, cultural contexts, and historical references should be inclusive and representative of diverse cultures, and should provide opportunities for students to explore issues relating to their identity.

FINANCIAL LITERACY IN CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

The document *A Sound Investment: Financial Literacy Education in Ontario Schools, 2010* (p. 4) sets out the vision that:

> *Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them.*

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students in a twenty-first century context – one that can help ensure that Ontarians will continue to prosper in the future.

In the classical studies and international languages program, students have multiple opportunities to investigate and study financial literacy concepts in relation to the texts explored in class. Students can build their understandings of personal financial planning by participating in role plays of interactions such as buying and selling goods. They can also become familiar with the variety of currencies used in regions or countries associated with the language of study. Through their study of these regions or countries, students will learn about global economic disparities and their impact on the quality of life in different countries now and in the past. Examples related to financial literacy are included in some examples and teacher prompts that accompany the expectations in the curriculum.

A resource document – *The Ontario Curriculum, Grades 9–12: Financial Literacy, Scope and Sequence of Expectations* – has been prepared to assist teachers in bringing financial literacy into the classroom. This document identifies the curriculum expectations and related examples and prompts, in disciplines across the Ontario curriculum, through which students can acquire skills and knowledge related to financial literacy. The document can also be used to make curriculum connections to school-wide initiatives that support financial literacy. This publication is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/FinLitGr9to12.pdf.

LITERACY, INQUIRY SKILLS, AND NUMERACY IN CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

A vision of literacy for adolescent learners in Ontario schools might be described as follows:

> All students are equipped with the literacy skills necessary to be critical and creative thinkers, effective meaning makers and communicators, collaborative co-learners, and innovative problem solvers. These are the skills that will enable them to achieve personal, career, and societal goals.
>
> Students, individually and in collaboration with others, develop skills in three areas, as follows:
>
> - ***Thinking:*** Students access, manage, create, and evaluate information as they think imaginatively and critically in order to solve problems and make decisions, including those related to issues of fairness, equity, and social justice.
> - ***Expression:*** Students use language and images in rich and varied forms as they read, write, listen, speak, view, represent, discuss, and think critically about ideas.
> - ***Reflection:*** Students apply metacognitive knowledge and skills to monitor their own thinking and learning, and in the process, develop self-advocacy skills, a sense of self-efficacy, and an interest in lifelong learning.

As this vision for adolescent literacy suggests, literacy involves a range of critical thinking skills and is essential for learning across the curriculum. Students need to learn to think, express, and reflect in discipline-specific ways. Teachers support them in this learning by not only addressing the curriculum expectations but also considering, and purposefully teaching students about, the literacy demands of the particular subject area. Literacy, inquiry skills, and numeracy are critical to students' success in all subjects of the curriculum, and in all areas of their lives.

Many of the activities and tasks that students undertake in the classical studies and international languages curriculum support them in their ability to think, express, and reflect in discipline-specific ways. These include researching, discussing, listening, viewing media, communicating with words and with the body, connecting illustrations and text, role playing to create meaning through stories, and – especially important for kinesthetic learners – communicating through physical activity. Students use language to record their observations, to describe their critical analyses in both informal and formal contexts, and to present their findings in presentations and reports in oral, written, graphic, and multimedia forms. Understanding in classical studies and international languages requires the understanding and use of specialized terminology. Students are required to use appropriate and correct terminology, and are encouraged to use language with care and precision in order to communicate effectively.

As stated earlier, oral communication skills are fundamental to the development of literacy in classical studies and international languages and are essential for thinking and learning. The expectations in all strands give students a chance to engage in brainstorming, reporting, and other oral activities to identify what they know about a topic, discuss strategies for solving a problem, present and defend ideas or debate issues, and offer critiques or feedback on work, skill demonstrations, or opinions expressed by their peers.

In classical languages, students primarily use English for their oral communication, but the skills and strategies they use also help them to develop their literacy in Latin or Greek. In international languages, much of their oral communication takes place in the target language, so their oral communication skills and their reading and writing skills reinforce one another.

Activating prior knowledge and connecting learning to past experiences help students acquire literacy skills in the language of study. Making connections to the literacy skills and strategies students already possess in their first language contributes to their literacy development in both languages. A focus on developing strategies that help students understand as well as talk and write about texts that are authentic, interesting, challenging, age appropriate, and linguistically accessible will increase student engagement, motivation, and success in classical studies and international languages.

The Ministry of Education has facilitated the development of materials to support literacy instruction across the curriculum in Grades 7–12. Helpful advice for effectively addressing the literacy demands of different curriculum areas, including classical studies and international languages, may be found in resource materials available in the literacy domain of the EduGAINS website, at www.edugains.ca/newsite/literacy/index.html.

Critical Thinking and Critical Literacy

Critical thinking is the process of thinking about ideas or situations in order to understand them fully, identify their implications, make a judgement, and/or guide decision making. Critical thinking includes skills such as questioning, predicting, analysing, synthesizing, examining opinions, identifying values and issues, detecting bias, and distinguishing between alternatives. Students who are taught these skills become critical thinkers who can move beyond superficial conclusions to a deeper understanding of the issues they are examining. They are able to engage in an inquiry process in which they explore complex and multifaceted issues, and questions for which there may be no clear-cut answers.

Students use critical thinking skills in classical studies and international languages when they assess, analyse, and/or evaluate the impact of something and when they form an opinion and support that opinion with a rationale. In order to think critically, students need to ask themselves effective questions in order to: interpret information; detect bias in their sources; determine why a source might express a particular bias; examine the opinions, perspectives, and values of various groups and individuals; look for implied meaning; and use the information gathered to form a personal opinion or stance, or a personal plan of action with regard to making a difference.

Students approach critical thinking in various ways. Some students find it helpful to discuss their thinking, asking questions and exploring ideas. Other students may take time to observe a situation or consider a text carefully before commenting; they may prefer not to ask questions or express their thoughts orally while they are thinking.

Critical literacy is the term used to refer to a particular aspect of critical thinking. Critical literacy involves looking beyond the literal meaning of a text to determine what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy is concerned with issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable, who benefits from the text, and how the reader is influenced.

Critically literate students understand that meaning is not found in texts in isolation. People make sense of a text, or determine what a text means, in a variety of ways. Students therefore need to take into account: points of view (e.g., those of people from various cultures); context (e.g., the beliefs and practices of the time and place in which a text was created and those in which it is being read or viewed); the background of the person who is interacting with the text (e.g., upbringing, friends, communities, education, experiences); intertextuality (e.g., information that a reader or viewer brings to a text from other texts experienced previously); gaps in the text (e.g., information that is left out and that the reader or viewer must fill in); and silences in the text (e.g., the absence of the voices of certain people or groups).

In classical studies and international languages, students who are critically literate are able, for example, to actively analyse media messages and determine possible motives and underlying messages. They are able to determine what biases might be contained in texts, media, and resource material and why that might be, how the content of these materials might be determined and by whom, and whose perspectives might have been left out and why. Only then are students equipped to produce their own interpretation of an issue. Opportunities should be provided for students to engage in a critical discussion of "texts", including books and textbooks, television programs, movies, documentaries, web pages, advertising, music, gestures, oral texts, newspaper and magazine articles, letters, and other forms of expression. Such discussions empower students to understand the impact on members of society that was intended by the text's creators. Language and communication are never neutral: they are used to inform, entertain, persuade, and manipulate.

The literacy skill of *metacognition* supports students' ability to think critically through reflection on their own thought processes. Acquiring and using metacognitive skills has emerged as a powerful approach for promoting a focus on thinking skills in literacy and across all disciplines, and for empowering students with the skills needed to monitor their own learning. As they reflect on their strengths and needs, students are encouraged to advocate for themselves to get the support they need in order to achieve their goals.

In the classical language courses, metacognition expectations are included in three of the four strands – Oral Communication (including one for listening and one for speaking), Reading, and Writing. Students therefore develop metacognitive skills that are specific to each strand. They use their first language to reflect on their learning of the language of study. In the Grade 12 Classical Civilization course, metacognition is emphasized in a new strand called Critical Thinking and Literacy Skills, which encourages students to think critically about what they are learning in all strands.

In the international language courses, a metacognition expectation is included in each of the four strands – Listening, Speaking, Reading, and Writing. Students therefore develop metacognitive skills that are specific to each strand. Initially, students may find themselves relying on their first language in this process. However, through ongoing modelling and practice, students will develop proficiency in using the target language to reflect on their thinking processes as well as on their skill in using the target language.

Inquiry Skills

Inquiry and research are at the heart of learning in all subject areas. In classical studies and international languages courses, students are encouraged to develop their ability to ask questions and to explore a variety of possible answers to those questions.

In all classical studies and international languages courses, students are encouraged to explore a wide variety of social, economic, and environmental topics, and to conduct research into and suggest ways to address local, national, and global issues that relate to the topics they are studying.

In classical studies courses, students' inquiry skills are focused on questions about the language of study and the related culture and history. They investigate questions that arise as they read and discuss materials in both the language of study and English. They also produce written materials that engage with these questions, particularly in the Grade 12 Classical Civilization course.

In international languages courses, students' inquiry skills are focused on the target language, particularly oral communication. They learn how to find the information they need to communicate in the target language, as well as how to ask questions in and about the target language. Doing so requires them to solve problems, which in turn enables them to explore, discover, create, experiment, and arrive at solutions.

As they advance through the grades, students acquire the skills to locate and gather relevant information from a wide range of print and electronic sources, including books, periodicals, dictionaries, encyclopedias, interviews, videos, and relevant Internet sources. The questioning they practised in the early grades becomes more sophisticated as they learn that all sources of information have a particular point of view and that the recipient of the information has a responsibility to evaluate it, determine its validity and relevance, and use it in appropriate ways.

In all classical studies and international languages courses, students develop their inquiry skills when they are required to reflect on what they have learned, how they have come to know what they have learned, and what other resources they may need to consult to reach an informed conclusion.

The ability to locate, question, and validate information allows a student to become an independent, lifelong learner.

Numeracy Skills

The classical studies and international languages program also builds on, reinforces, and enhances numeracy, particularly in areas involving problem solving and the use of graphs and diagrams. For example, clear, concise communication in classical studies and international language courses often involves the use of diagrams, charts, tables, and graphs. Many components of the curriculum also emphasize students' ability to interpret and use symbols and graphic texts. In addition, mathematical equations can be used in such activities as developing architectural drawings and models to scale – for example, drawings of the design and construction of a model of a Roman-style column or a historical monument.

INTERNATIONALIZING THE CURRICULUM THROUGH INTERNATIONAL EDUCATION

As the world becomes more interconnected, socially and economically, it is crucial for Ontario students to develop the skills, knowledge, attitudes, and attributes needed to become active and successful global citizens. International education exposes Ontario students to different cultures, languages, and ways of thinking, and fosters the development of global competencies that students need to navigate diverse cultures and societies. *Ontario's Strategy for K–12 International Education* (2015) guides and supports Ontario educators in "internationalizing" the curriculum and the learning environment – that is, enhancing student learning through the integration of international, intercultural, and/or global perspectives, cultures, and experiences. The strategy presents a set of overarching goals for international education in Ontario schools, and is available on the ministry website, at www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf.

The classical studies and international languages curriculum provides opportunities to extend the classroom experience into a global context. Internationalized learning environments allow students to cultivate meaningful interactions with international students in Ontario and/or through exchange experiences abroad. There are more ways than ever before to reach out to other parts of the world. Technology provides opportunities to connect students to their counterparts around the world through direct communication between students and classrooms. As students benefit from opportunities to build their understanding of other cultures through personal experiences, they will be better equipped to challenge assumptions based on stereotypes and learn to see beyond their differences, cultivating intercultural friendships and networks that will continue beyond their school years.

The development of second- and third-language skills not only strengthens students' problem-solving, reasoning, and creative thinking skills, but is a key global competency that gives students greater access to diverse cultures and perspectives. Knowing a language affords insight into, and a broader understanding of, the related culture and its history and worldview. Developing students' language skills provides educators with opportunities to integrate social and cultural contexts into their classroom program and to involve their international students as a valuable resource. This in turn will help international students to become more involved in school life and develop confidence in forming relationships with their Ontario classmates. International languages programs also provide opportunities to involve parents, school administrators, and community support networks in order to enrich the classroom program with global perspectives and contexts.

THE ROLE OF THE SCHOOL LIBRARY IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

The school library program can help build and transform students' knowledge in order to support lifelong learning in our information- and knowledge-based society. The school library program supports student success across the classical studies and international languages curriculum by encouraging students to read widely, teaching them to examine and read many forms of text for understanding and enjoyment, and helping them improve their research skills and effectively use information gathered through research.

The school library program enables students to:

- develop a love of reading for learning and for pleasure;
- develop literacy and research skills using non-fiction materials;
- develop a critical appreciation of various text forms, aspects of material culture, art forms, and media forms;
- acquire an understanding of the richness and diversity of literature, informational texts, and art works produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The school library program plays a key role in the development of information literacy and research skills. Teacher-librarians, where available, collaborate with classroom or content-area teachers to design, teach, and provide students with authentic information and research tasks that foster learning, including the ability to:

- access, select, gather, process, critically evaluate, create, and communicate information;
- use the information obtained to explore and investigate issues, solve problems, make decisions, build knowledge, create personal meaning, and enrich their lives;
- communicate their findings to different audiences, using a variety of formats and technologies;
- use information and research with understanding, responsibility, and imagination.

In addition, teacher-librarians can work with teachers of classical studies and international languages to help students:

- develop literacy in using non-print forms, such as the Internet, CDs, DVDs, and videos, in order to access relevant information, databases, demonstrations, and a variety of performances;
- design inquiry questions for research for classical studies and international languages projects;
- create and produce single-medium or multimedia presentations.

Teachers are also encouraged to collaborate with both local librarians and teacher-librarians in collecting digital, print, and visual resources for projects (e.g., culture-specific image collections; informational and performance videos). Librarians may also be able to assist in accessing a variety of online resources and collections (e.g., professional articles, image galleries, videos).

In addition to resource materials in the school library, teachers may be able to access specialized libraries of copyright-free authentic texts in the language of study. These could include audiobooks and music from a variety of cultures in which the target language is spoken, or untranslated classical texts. Teachers need to discuss with students the concept of ownership of work and the importance of copyright in all forms of media.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

Information and communications technology (ICT) provides a range of tools that can significantly extend and enrich teachers' instructional strategies and support student learning. ICT tools include multimedia resources, databases, websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. ICT can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom.

The integration of ICT into courses in the classical studies and international languages program represents a natural extension of the learning expectations. Current technologies can give students exposure to pieces of material culture, historical artefacts, and landmarks and other places of significance that they would never be able to experience firsthand. Specialized computer software can allow students to practise, expand, and consolidate their knowledge of language concepts and linguistic elements, and access detailed information about socio-cultural, geographical, and historical contexts for the language of study. Software and websites that integrate word processing, dictionaries, thesauri, style manuals, and other reference materials can allow students to build on and improve their skills in the writing process. Graphic design, cartooning, and animation programs provide opportunities for differentiated instruction, while emphasizing the link between creative arts and the language of study. Through ICT, teachers and students may also be able to access authentic texts by people from a variety of cultures who speak the target language.

Whenever appropriate, students should be encouraged to use ICT to support and communicate their learning. For example, students working individually or in groups can use computer technology and/or websites to gain access to museums, galleries, and archives in Canada and around the world. They can also use portable storage devices to store information, as well as CD-ROM and DVD technologies and digital cameras and projectors to organize and present the results of their research and creative endeavours to their classmates and others.

Although the Internet is a powerful learning tool, there are potential risks attached to its use. All students must be made aware of issues related to inaccurate information, Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. A comprehensive resource for educators, entitled "Digital Citizenship", is available at www.osapac.ca/dc.

ICT tools are also useful for teachers in their teaching practice, both for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse student needs. A number of educational software programs to support learning in the classical studies and international languages program are licensed through the ministry and are listed at www.osapac.ca/dlr.

THE ONTARIO SKILLS PASSPORT: MAKING LEARNING RELEVANT AND BUILDING ESSENTIAL SKILLS AND WORK HABITS

The Ontario Skills Passport (OSP) is a free, bilingual, web-based resource that provides teachers and students with clear descriptions of the "Essential Skills" and work habits important in work, learning, and life. Teachers planning programs in classical studies and international languages can engage students by using OSP tools and resources to show how what they learn in class can be applied in the workplace and in everyday life.

The Essential Skills identified in the OSP are:

- Reading Text
- Writing
- Document Use
- Computer Use
- Oral Communication
- Numeracy: Money Math; Scheduling or Budgeting and Accounting; Measurement and Calculation; Data Analysis; and Numerical Estimation
- Thinking Skills: Job Task Planning and Organizing; Decision Making; Problem Solving; Finding Information; and Critical Thinking

Work habits specified in the OSP are: working safely, teamwork, reliability, organization, working independently, initiative, self-advocacy, customer service, and entrepreneurship.

Essential Skills, such as Reading Text, Document Use, and Problem Solving, are used in virtually all occupations and are the foundation for learning other skills, including technical skills. OSP work habits such as organization, reliability, and working independently are reflected in the learning skills and work habits addressed in the Provincial Report Card. Essential Skills and work habits are transferable from school to work, independent living, and further education or training, as well as from job to job and sector to sector.

Included in the OSP are videos and databases that focus on everyday tasks and occupation-specific workplace tasks, which teachers can use to connect classroom learning to life outside of school. Teachers can also consult *A Guide to Linking Essential Skills and the Ontario Curriculum, 2015,* which illustrates how to integrate explicit references to Essential Skills into classroom activities as well as how to give feedback to learners when they demonstrate these skills.

For further information on the Ontario Skills Passport, including the Essential Skills and work habits, visit www.skills.edu.gov.on.ca.

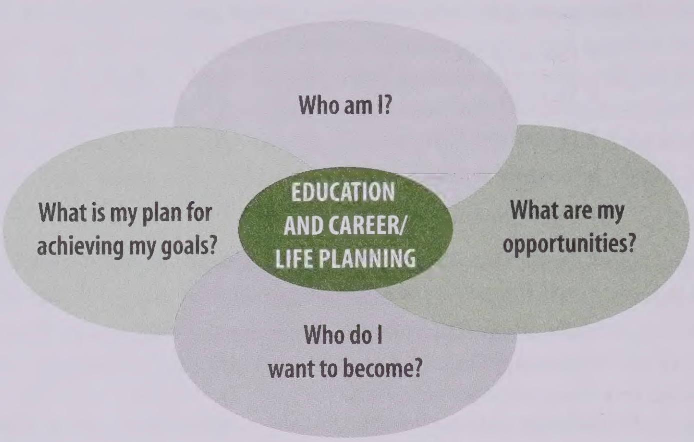
EDUCATION AND CAREER/LIFE PLANNING THROUGH THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES CURRICULUM

The goals of the Kindergarten to Grade 12 education and career/life planning program are to:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.

The framework of the program is a four-step inquiry process based on four questions linked to four areas of learning: (1) knowing yourself – Who am I?; (2) exploring opportunities – What are my opportunities?; (3) making decisions and setting goals –

Who do I want to become?; and (4) achieving goals and making transitions – What is my plan for achieving my goals?.


Who am I?
What is my plan for achieving my goals?
EDUCATION AND CAREER/ LIFE PLANNING
What are my opportunities?
Who do I want to become?

Classroom teachers support students in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills; explore subject-related education and career/life options; and become competent, self-directed planners. The curriculum expectations in classical studies and international languages provide opportunities to relate classroom learning to education and career/life planning that will prepare students for success in school, work, and life.

The policy governing the education and career/life planning program is set out *in Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013*, which is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathway through secondary school and on to their postsecondary destination. Through experiential learning, students develop the skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations. In addition, experiential learning helps students develop self-knowledge and awareness of opportunities – two areas of learning in the education and career/life planning program outlined in *Creating Pathways to Success*.

Experiential learning opportunities associated with various aspects of the classical studies and international languages curriculum help broaden students' knowledge of themselves and of career opportunities in a wide range of fields. For example, students of classical studies could extend their understanding by completing an internship in a museum, an art gallery, an auction house, a rare book library, or a university. Students of international languages could complete a cooperative education placement in any setting where multilingual staff members are required, allowing them to use their language abilities and gain work experience in a field that interests them.

Students who choose to take a two-credit cooperative education program with a classical studies or an international languages course as the related course are able, through this package of courses, to meet the Ontario Secondary School Diploma additional compulsory credit requirements for Groups 1, 2, and 3.

Policies and guidelines regarding workplace opportunities, including job shadowing, work experience, and cooperative education, are outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000*, which is available on the Ministry of Education's website, at www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

For guidelines to ensure the provision of Workplace Safety and Insurance Board (WSIB) coverage for students who are at least fourteen years of age and are on work placements of more than one day, see Policy/Program Memorandum No. 76A,"Workplace Safety and Insurance Coverage for Students in Work Education Programs" (September 2000), at www.edu.gov.on.ca/extra/eng/ppm/76a.html. Teachers should also be aware of the minimum age requirements outlined in the Occupational Health and Safety Act for persons to be in or working in specific workplace settings.

PLANNING PROGRAM PATHWAYS AND PROGRAMS LEADING TO A SPECIALIST HIGH SKILLS MAJOR

Courses in classical studies and international languages are well suited for inclusion in Specialist High Skills Majors (SHSMs) or in programs designed to provide pathways to particular apprenticeship, college, university, or workplace destinations. In some SHSM programs, courses in this curriculum can be bundled with other courses to provide the academic knowledge and skills important to particular economic sectors and required for success in the workplace and postsecondary education, including apprenticeship training. Courses in classical studies and international languages can also serve as the in-school related course with cooperative education credits that provide the workplace experience required not only for some SHSM programs but also for various program pathways to postsecondary education, apprenticeship training, and workplace destinations.

HEALTH AND SAFETY IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

As part of every course, students must be made aware that health and safety are everyone's responsibility – at home, at school, and in the workplace. Students must be able to demonstrate knowledge of the equipment being used and the procedures necessary for its safe use. Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and Ministry of Education policies and Ministry of Labour regulations.

Concern for safety should be an integral part of instructional planning and implementation. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in all learning activities. Wherever possible, potential risks must be identified and procedures developed to prevent or minimize incidents and injuries. In a safe learning environment, the teacher will:

- be aware of up-to-date safety information;
- plan activities with safety as a primary consideration;
- observe students to ensure that safe practices are being followed;
- have a plan in case of emergency;
- show foresight;
- act quickly.

It is also important to be aware of such issues as food allergies or sensitivities when eating in restaurants or attending cultural events or festivals.

Health and safety issues not usually associated with education in classical studies and international languages may be important when the learning involves field trips and other out-of-school events, such as student exchange programs. Such excursions can provide an exciting and authentic dimension to students' learning experiences, but they also take the teacher and students out of the predictable classroom environment and into unfamiliar settings. Teachers must preview and plan these activities carefully to protect students' health and safety.

ETHICS IN THE CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES PROGRAM

The classical studies and international languages curriculum provides students with real-life situations that require them to develop an understanding of ethical issues, such as intellectual ownership, the use of copyrighted material, the appropriate and inappropriate uses of websites and electronic devices, and the importance of preserving material culture in its original state.

Teachers should ensure that they thoroughly address the issue of plagiarism with students. In a digital world in which we have easy access to abundant information, it is very easy to copy the words of others and present them as one's own. Students need to be reminded, even at the secondary level, of the ethical issues surrounding plagiarism, and the consequences of plagiarism should be clearly discussed before students engage in research and writing. It is important to discuss not only the more "blatant" forms of plagiarism, but also more nuanced instances that can occur. Students often struggle to find a balance between writing in their own voice and acknowledging the work of others. Merely telling students not to plagiarize, and admonishing those who do, is not enough. The skill of writing in one's own voice, while appropriately acknowledging the work of others, must be explicitly taught to all students in classical studies and international languages classes.

Opportunities to address these issues arise, for example, in the Critical Thinking and Literacy Skills strand of the Grade 12 Classical Civilization course. The overall expectation dedicated to research requires that students formulate questions, analyse information, evaluate evidence, and cite sources. Using accepted forms of documentation to acknowledge sources is a specific expectation within the strand. However, it is crucial that teachers provide support and supervision to students throughout the research process, ensuring that students engaged in research are aware of potential ethical concerns and address them in acceptable ways.

COURSES

CLASSICAL STUDIES

OVERVIEW

In the classical studies courses, students learn about the enduring achievements and rich legacy of classical societies, exploring diverse aspects of life in the ancient world such as language, culture, commerce, social customs, and fields of intellectual inquiry. In addition to building proficiency in classical languages and knowledge of the classical world, an important aim of the courses offered in classical studies is to help students understand the world in which they live by making connections between the classical world and other ancient and modern societies, including their own society.

Courses in Classical Languages

The expectations for courses in Latin and ancient Greek are organized into four distinct but related strands:

A. **Oral Communication.** Students speak primarily in English in classical language courses, but they are required to read aloud words, phrases, sentences, and passages in the classical language. Students also give oral responses, in ancient Greek or Latin, to questions or instructions, and use the language in dialogues, skits, and other activities designed to consolidate their pronunciation and oral communication skills.

   Students listen to words, phrases, and passages in the classical language in order to improve their understanding of ancient Greek or Latin. They are also expected to distinguish between classical and ecclesiastical pronunciation. Students listen in English to instructions, explanations of grammar, translations of passages being read aloud, lessons, discussions, presentations, and other oral texts. Through the understanding they gain during listening activities, students develop greater facility with the classical language and an appreciation of its connections to other languages and cultures.

B. **Reading.** Students read a variety of materials in English, including explanations of grammar, information about the ancient world, and research materials. Students also read passages in ancient Greek or Latin in order to improve their comprehension of the classical language and to develop their reading facility. In reading both English and ancient Greek or Latin, students use their critical thinking and analytical skills to develop proficiency in interpreting written text.

- **C. Writing.** Students write a variety of texts in English, including translations of passages in the classical language, summaries, paraphrases, notes about grammar and information from lessons on the ancient world, research outlines, and jot notes for various purposes. In order to consolidate their knowledge and understanding of the vocabulary and grammar of the classical language, students compose phrases, sentences, and brief, simple paragraphs in Latin or ancient Greek. In addition, composition tasks in English extend students' skills in critical analysis to help them determine the most accurate and effective ways in which to express ideas.
- **D. Intercultural Understanding.** Students apply their knowledge of vocabulary and grammatical concepts in the classical language to extend their understanding of English and other languages. In addition, they apply their critical thinking skills and knowledge of the ancient world, gained through classroom instruction, reading, and research, to evaluate the ways in which the classical language and culture have influenced the development of other languages and cultures. Through their study of a classical language, students build a sophisticated understanding and appreciation of the interconnectedness of peoples through history and around the world.

Language structures and conventions that are appropriate for each level are provided in the Language Knowledge charts for Latin and ancient Greek in the classical studies appendix. Students are expected to consolidate and refine the use of various grammatical elements and concepts as they complete language activities across all four strands.

The Grade 12 Classical Civilization Course

The classical world made profound contributions to civilization in such areas as literature, philosophy, politics, and the arts and architecture, and its influence continues to be felt in the modern world. In the Classical Civilization course, students explore a wide variety of media and classical works in translation to develop an understanding and appreciation of the myriad contributions of the classical world to other cultures and societies, including their own, and to make connections to their own experiences.

The expectations for this course are organized into five distinct but related strands:

- **A. Critical Thinking and Literacy Skills.** The study of classical civilization requires students to comprehend a large volume of information through both class work and independent research, and to develop their ability to use and cite primary and secondary sources. Students read, summarize, paraphrase, analyse, interpret, and evaluate information from a wide variety of sources in order to explore the legacy of the classical world. Students work independently and collaboratively, selecting and using a variety of media to communicate information and ideas effectively in class discussions, seminars, presentations, research papers, and demonstrations, among other activities. Students make connections between the classical world, the world around them, and their own experiences, building a sophisticated understanding and appreciation of the interconnectedness of peoples through history and around the world.

B. **Mythology and Literature.** The study of mythology and literature is essential to understanding the classical world on its own terms and through its own words. Students explore various types of myths in order to gain insight into their influence on ancient and modern societies, including their own society. Students read translations of poetry, drama, letters, historical narratives, and speeches written by classical authors, all of which bring history to life by revealing the thoughts and feelings of real people in ancient Greece and the Roman Empire and which served as models for later writers. Because the study of mythology and literature cannot be separated from the study of classical languages, students learn to identify and use correctly some essential vocabulary and terminology derived from these languages, and acquire knowledge of the ancient Greek and Latin alphabets.

C. **History and Geography.** In this strand, students acquire and apply historical and geographical knowledge of the ancient Mediterranean to gain insight into the development of social customs and political and religious institutions in the classical world. Students investigate ways in which the political, military, and economic interactions of the peoples of the ancient Mediterranean played a key role in the cultural development of the region and ultimately of the later Western world. Because ancient Greek and Latin are used to refer to locations and events in the ancient world, students learn to identify and correctly use geographical and historical terminology derived from the classical languages.

D. **Philosophy and Religion.** In this strand, students investigate the schools of classical philosophy and the diverse religions of the Graeco-Roman world, acquiring an understanding of the contributions of philosophy to the development of modern scientific inquiry. Students also analyse ways in which classical philosophies and religions influenced other ancient societies and later cultures, including their own. Because the use of ancient Greek and Latin is inextricably linked to classical philosophical and religious writing, as well as to the development of modern Western thought and religious expression, students learn to identify and correctly use philosophical, scientific, and religious terminology derived from the classical languages.

E. **Material Culture.** The material culture of the classical world offers significant opportunities to gain insight into the lives of people who lived at that time. Students explore diverse aspects of the material culture of the ancient world – such as mosaics, frescoes, jewellery, coins, pottery, domestic articles, inscriptions on monuments, and architectural structures and sites – and examine issues related to the archaeological practices that have revealed this physical evidence. Students will develop an understanding and appreciation of the influence of classical material culture on other ancient and modern societies, including their own. Students also learn to identify the ancient Greek and Latin alphabets and acquire an understanding of basic epigraphy and terminology needed to interpret material evidence from the classical world.

A Core Concepts and Topics chart is provided in the classical studies appendix. The concepts and topics are balanced between ancient Greek and Roman culture and organized chronologically according to strand, and students are expected to demonstrate understanding of this information. A second chart, Key Terms, shows significant words used in connection with the course strands, as well as their origins in ancient Greek and Latin.

Classical Languages (Ancient Greek/Latin), Level 1

Academic **LVGBD/LVLBD**

This course introduces students to the achievements of the classical world through the study of Latin or ancient Greek. Students will learn vocabulary and grammatical concepts essential for reading and translating adapted classical texts. English is the language of instruction, and students will develop their oral communication, reading, and writing skills in both English and the classical language. Through a variety of enrichment activities, students will explore aspects of life in the ancient world, including trade, commerce, education, arts, sports, ecology, daily life, and social practices, and will make connections across the curriculum between the classical world and the world around them.

Prerequisite: None

A. ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the classical language and oral texts in English about the classical world, using a range of listening strategies;

A2. Speaking to Communicate: communicate information and ideas orally in the classical language and in English, using a range of speaking strategies and level-appropriate language suited to the purpose and audience (see the Language Knowledge chart for Latin or ancient Greek in Appendix A).

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand simple adapted oral texts in the classical language and oral texts in English about the classical world *(e.g., brainstorm about the topic to prepare for a listening activity; ask questions to clarify meaning during a classroom discussion; make jot notes while listening to the classical language and then develop a list of derivatives to confirm their understanding; use personal experience and prior knowledge to make connections to oral texts; use checklists to identify key ideas or implied messages while listening; restate classmates' comments to monitor understanding)*

Teacher prompts: "What is the most effective way to record information from the audio-visual presentation about ancient Rome?" "As you scan the list of Latin/ancient Greek vocabulary for the text you are about to hear, what English derivatives can you suggest?"

A1.2 Understanding Linguistic Elements: identify various elements of the classical language, including phonological and grammatical elements, and use the English terminology for those elements correctly *(e.g., discriminate between classical and ecclesiastical Latin pronunciation; identify diphthongs while listening to a Latin text; identify aspirated vowels and consonants in spoken ancient Greek; identify and define parts of speech, case, number, and tense)*

Teacher prompts: "What does the term *case* mean?" "Listen to the following statement: 'ancillae in atrio laborabant'. Which word contains a diphthong? What is the difference between diphthongs and other vowel sounds?"

A1.3 Demonstrating Understanding: demonstrate an understanding of the meaning of phrases, sentences, and simple adapted oral texts in the classical language and of oral texts in English about the classical world *(e.g., respond to greetings and simple classroom instructions in the classical language; identify English words derived from the classical language; paraphrase material presented orally in English about aspects of ancient culture; answer questions posed in the classical language)*

Teacher prompts: "What would you do if I said 'legite!'?" "What is an English word that comes from λόγος?"

A1.4 Metacognition:
(a) describe some strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., describe what makes the listening strategies they use most often effective, and make a list of the most helpful ones for future reference; assess strategies suggested by the teacher and peers, and select some for use in future listening activities)*

Teacher prompts: "When you take jot notes while listening to a speaker, what types of information should you include?" "What strategies can you use to increase the number of words, phrases, and colloquial expressions that you retain while listening to an oral text?"

A2. Speaking to Communicate

By the end of this course, students will:

A2.1 Using Speaking Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the classical language and in English for various purposes and to a variety of audiences *(e.g., repeat or paraphrase ideas to assist peers' understanding; plan and outline the main ideas and supporting details associated with the topic before giving an oral presentation; refer to a personal lexicon of words and phrases in the classical language that can be helpful in a variety of speaking contexts; identify subject matter to the audience at the outset of a presentation, and summarize essential points shared at the end; rehearse a presentation with a small group of peers to refine their delivery; self-correct errors while speaking)*

A2.2 Speaking in the Classical Language: use simple vocabulary and grammatical constructions in a variety of oral language activities in the classical language *(e.g., use simple greetings correctly; answer simple questions in the classical language; indicate the distinction between questions and statements by using correct intonation)*

Teacher prompts: "Meum nomen est … quid nomen tibi est?"/"ὄνομά μοί ἐστιν… τί σοι ὄνομά ἐστιν;" "Look at this picture and respond in Latin/ancient Greek: 'quis est et ubi est?'/'τίς ἐστι καὶ ποῦ ἐστιν;'"

A2.3 Speaking in English: use appropriate diction and correct grammar in a variety of oral language activities in English *(e.g., deliver brief presentations on the cultural topics being studied; perform skits based on cultural material; during group discussions, respond appropriately to questions about texts read in class; use correctly English words that are derived from the classical language)*

A2.4 Translating: demonstrate knowledge of vocabulary and grammar by orally translating phrases, sentences, and simple adapted texts from the classical language into English, with previous preparation and at sight

A2.5 Metacognition:
(a) describe some strategies they found helpful before, during, and after speaking;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., plan to use non-verbal cues and body language to support and clarify their spoken messages; assess strategies suggested by the teacher and peers, and select some for use in future speaking activities; monitor the progress of their speaking and determine steps for improving proficiency; identify the skills and strategies of effective speakers that they can apply to their own oral presentations)*

Teacher prompts: "In what ways can you use tone of voice and facial expressions to communicate meaning when you participate in a dialogue?" "When you read a Latin/ancient Greek text aloud, what strategies can you use to communicate its meaning more clearly?"

B. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Reading Comprehension: determine meaning in a variety of texts about the classical world, in the classical language and in English, using a range of reading strategies;

B2. Awareness of Cultural Context: demonstrate an awareness of the cultural context of the classical language, using information from a variety of media in both the classical language and English.

SPECIFIC EXPECTATIONS

B1. Reading Comprehension

By the end of this course, students will:

B1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand simple adapted texts in the classical language and texts in English about the classical world *(e.g., skim text to identify unfamiliar words; use context to make inferences while reading; use visual cues to help interpret text; use a graphic organizer such as a T-chart to compare the information presented in detailed stories with that in relief images; use their knowledge of the classical world to make connections between a text and its cultural context; use a graphic organizer such as a Venn diagram to identify similarities and differences between texts on the same topic by different authors)*

Teacher prompts: "What kind of graphic organizer will you use to record information as you read? Why is that an appropriate choice?" "How will you use your knowledge of Latin/ancient Greek vocabulary to help you analyse new concepts when you read English texts?" "What key words will you look for to help you understand the passage you are reading?"

B1.2 Understanding Linguistic Elements in the Classical Language: identify various elements of the classical language, including grammatical constructions and relationships *(e.g., subject–verb agreement, noun–adjective agreement)*, modern conventions of the writing system *(e.g., capitalization of proper nouns and adjectives, differences in punctuation between ancient Greek/Latin and English)*, and the numerical system *(e.g., cardinal and ordinal Roman numerals)*, and demonstrate an understanding of their use

Teacher prompts: "What is the correct verb form in the sentence 'ancillae pulchrae in via ambulabat/ambulabant'?" "What new grammatical constructions can you identify in the story?" "How would the meaning of the story change if you put all the verbs into the present tense instead of the perfect/aorist tense?" "Identify the subject and the verb in the sentence 'ὁ στρατηγός ἐστιν ἐν ἀγορᾷ'. Which parts of the words indicate agreement?" "Look at the words that are capitalized in the text you have just read. What is the part of speech of each word?" "List the cardinal and ordinal numbers in the text."

B1.3 Reading for Meaning in the Classical Language: demonstrate an understanding of a variety of simple adapted texts in the classical language *(e.g., dialogues, stories)*, using their knowledge of the classical language and information about the classical world *(e.g., translate a short passage, drawing on their knowledge of gladiatorial combat; show understanding of the key ideas in a written dialogue about life in an ancient Greek or Roman household, applying their knowledge of vocabulary and social practices)*

Teacher prompts: "What connections can you make between your knowledge of the Etruscans and this story about gladiatorial combat?" "As you read this dialogue, reflect on what you have already learned about ancient society. Which household members are speaking? What typical activities might they discuss?"

B1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading texts in the classical language to determine the meaning of new words, and make connections to English words derived from the classical language *(e.g., use contextual cues to deduce the meaning of new words; develop a list of words that they have encountered when reading sight passages in the classical language; identify vocabulary relevant to the topic of the classical text being studied and keep a personal dictionary; make a list of English derivatives and use a T-chart to list their Latin or ancient Greek roots)*

Teacher prompt: "Look at the spelling of this new word in Latin/ancient Greek. What English word resembles it?"

B2. Awareness of Cultural Context

By the end of this course, students will:

B2.1 Interpreting Information: make accurate inferences about the classical world, using information from a variety of sources and media *(e.g., relief images; ancient coins; modern maps of the ancient Mediterranean; cultural histories in English; excerpts in English from classical authors such as Ovid, Homer, Aristophanes; ancient art forms such as statues, mosaics, frescoes, pottery)*

Teacher prompts: "What information can you gather from the images of deities/standards on this coin?" "What information about trade in the ancient world can you infer from this map of the ancient Mediterranean?" "What details about ancient warfare can you find in this mosaic of Alexander the Great at the Battle of Issus?"

B2.2 Metacognition:
(a) describe some strategies they found helpful before, during, and after reading to understand texts in both the classical language and English;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., assess the effectiveness of the reading strategies they use most often, and plan to keep a journal of those they have found helpful for future reference; identify the types of information that dictionaries and grammar books provide to improve reading comprehension, and describe their level of proficiency in applying this knowledge; assess strategies suggested by the teacher and peers, and select some to use in future reading)*

Teacher prompts: "When you are translating a passage, why might you skim it before reading? What types of words would you look for?" "What resources can you consult to find the meaning of new words?" "What strategies might you use to deduce the meaning of new words as you read?" "What kinds of information about a reading passage can you discover by examining the verbs and their endings? What other reading strategies involve identifying parts of speech and word endings? How can a dictionary or grammar charts help you with these types of strategies?"

C. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Translating from the Classical Language into English and Composing in the Classical Language: translate texts from the classical language into English and write texts in the classical language, using appropriate vocabulary and language structures and correct grammar (see the Language Knowledge chart for Latin or ancient Greek in Appendix A);

C2. Writing in English: write a variety of English texts related to the classical language, using appropriate vocabulary and language structures and correctly applying knowledge of spelling, grammar, and punctuation conventions;

C3. Using the Writing Process: use the stages of the writing process – pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

SPECIFIC EXPECTATIONS

C1. Translating from the Classical Language into English and Composing in the Classical Language

By the end of this course, students will:

C1.1 Translating: write accurate English translations, correctly applying knowledge of vocabulary and grammar, of simple adapted texts in the classical language *(e.g., complete a cloze passage; write a translation of a sight passage, referring to the running vocabulary list provided beneath it or to the glossary)*

Teacher prompts: "When you read the assigned passage, find the verbs and their subjects." "What strategies would you use to determine the meaning of unfamiliar vocabulary?"

C1.2 Composing: compose short, simple phrases, clauses, and sentences in the classical language, using a few appropriate strategies and resources to ensure suitable word choice and correct word order and grammar *(e.g., parse simple English phrases, clauses, and sentences to identify elements that govern choices of noun case and/or verb tense in the classical language; identify phrases, clauses, and sentences in the classical language to use as models for their own compositions; consult print and electronic resources, such as dictionaries and grammar books, to identify appropriate vocabulary and word endings; use the glossary provided in a textbook being used or word lists provided by the teacher)*

Teacher prompts: "How would you parse the phrases 'in the kitchen', 'inside the temple', and 'with the slaves'?" "How would you parse these sentences: 'The cook is cooking dinner in the kitchen' and 'The shopkeeper was selling bread to the women'?" "What form of the verb *ambulare*/*περιπάτειν* would you use for a completed action?" "What word order would you use for a question?"

C2. Writing in English

By the end of this course, students will:

C2.1 Writing in a Variety of Forms: write a variety of English texts in response to passages in the classical language and to related cultural concepts *(e.g., a letter from a citizen petitioning the emperor for assistance, journals, newspaper articles, research reports)*

Teacher prompt: "What points would you make in a letter to Emperor Vespasian asking for assistance in dealing with a water shortage in the town where you live?"

C2.2 Demonstrating Knowledge of Content: write in English to demonstrate an understanding of simple adapted texts in the classical language *(e.g., write a paraphrase or summary of a text being* *read in class; write brief answers to comprehension questions about a text being studied; complete a brief creative writing assignment about an aspect of the ancient world that they are studying or reading about in stories)*

Teacher prompt: "What key points about ancient forms of entertainment in this story would you include in a summary of the story?"

C2.3 Applying Language Knowledge: correctly apply knowledge of vocabulary, language structures, and conventions of spelling, grammar, and punctuation when writing in English

C3. Using the Writing Process

By the end of this course, students will:

C3.1 Generating, Developing, and Organizing Content: generate, develop, focus, and organize ideas for writing in both English and the classical language, using some pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., identify the topic, purpose, and audience for their writing; brainstorm to identify vocabulary related to their writing topic; create a mind map or web diagram to organize their ideas from research)*

C3.2 Drafting and Revising: plan, produce, and revise drafts using some strategies and resources and choosing forms and stylistic elements suited to the purpose and audience *(e.g., use sentence prompts when writing a description in the classical language; write a summary of an event, using information from two or more sources; use a model to structure a brief dialogue in English or the classical language; review and revise their drafts to improve the logical order of ideas, and add supporting details based on feedback from the teacher and peers)*

Teacher prompts: "Which sources did you use to find the different types of information you needed?" "Where can you find illustrations or quotations to support your main ideas?" "Why are these examples important to your topic?"

C3.3 Producing Finished Work: produce a polished final product, using some strategies and resources to improve correctness and coherence and to enhance the readability and visual appeal of their work *(e.g., use a teacher-prepared checklist to verify that vocabulary is appropriate and spelling and punctuation are correct; use appropriate font size and type for titles, headings, and text, as well as appropriate line spacing and margins, to improve readability; incorporate diagrams and other graphics to highlight important information)*

C3.4 Metacognition:
(a) describe some strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills in both the classical language and English *(e.g., describe the strategy or strategies they found most helpful for organizing information and ideas; reflect on feedback from the teacher to identify the grammar conventions they find most challenging to apply correctly, and plan steps to improve their use of those language structures; identify strategies they plan to use to expand their vocabulary)*

Teacher prompts: "Which graphic organizer did you find most helpful in categorizing information about entertainment in the ancient world: a T-chart, a Venn diagram, or a placemat? Why?" "What strategies could you use to identify and correct the errors you make most frequently when writing in the classical language? What strategies would you use to identify and correct your most frequent English errors?"

D. INTERCULTURAL UNDERSTANDING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Understanding the Influence of Classical Languages: demonstrate an understanding of the influence of classical languages on the languages of other cultures;

D2. Making Cultural Connections: demonstrate an understanding of classical culture and its influence on other cultures.

SPECIFIC EXPECTATIONS

D1. Understanding the Influence of Classical Languages

By the end of this course, students will:

D1.1 Investigating Derivatives: identify some words, phrases, and abbreviations that are derived from the classical language and found in English and other languages, and use them accurately *(e.g., science/*scientia*; pecuniary/*pecunia*; Aboriginal/*ab+origine*; family/*familia*;* a.m. *as an abbreviation of* ante meridiem*; & as a ligature of* et; etc. *as an abbreviation of* et cetera*; eureka/*ηὕρηκα*)*

D1.2 Using Interconnected Language Knowledge: use knowledge of simple language structures that are common to the classical language, English, and other languages to enhance their speaking, reading, and writing skills in both English and the classical language *(e.g., subject-verb agreement, the use of cases in sentences and in prepositional phrases)*

D2. Making Cultural Connections

By the end of this course, students will:

D2.1 Understanding the Classical World: demonstrate knowledge and understanding of some aspects of life in the classical world, using different strategies *(e.g., describe the effect on Roman society of limiting higher education to the wealthy; explain the economic importance of slaves in Greek or Roman society; describe the roles of women, children, ancestors, and elders in Greek or Roman society; compare the diets of ordinary working people and wealthy people in the classical world using a T-chart; write poems describing significant historical events, such as the eruption of Mt. Vesuvius; describe the importance of aqueducts to urban development in the Roman period; describe the importance of the latrines and sewer systems in ancient Rome; explain the connection between ecology and urban planning in Campania in the first century CE; describe the distribution of commercial and residential properties in Pompeii, Herculaneum, and Rome; assess the environmental impact of hunting in North Africa to supply animals for the gladiatorial games; describe the connection between the need for natural resources and the expansion of the Roman Empire; make a topographical map of the ancient Mediterranean; make drawings or replicas of classical mosaics, frescoes, or coins; use geographical modelling software to show how topography influenced the construction of roads and other infrastructure in the classical world)*

D2.2 Making Cultural Connections: relate aspects of classical culture *(e.g., religious practices, social customs, technology)* to comparable aspects of other societies and cultures *(e.g., prepare a chart listing social and monetary elements in the patron-client relationship and in private and imperial alimenta programs, and compare them to elements of social programs in effect today; create a drama about the roles of ancestors and elders in the ancient world and in First Nation communities; explain the origins of the modern calendar in the Roman calendar; create a Roman or Greek costume and note similarities to modern clothing in its reflection of status; re-enact a Roman school day and compare it to a day in a modern school; create a list of Roman technological innovations that were adopted by other societies; compare the impact that* *the water and waste-water system had on the lives of Romans with the impact that access to clean water has in modern societies)*

Teacher prompts: "What are some of the ways people in ancient Rome were able to identify citizens or wealthy people?" "How did clothing demonstrate status in the ancient world as compared to today?" "In what ways is the ancient philosophy underlying education – that one becomes educated to live a good life – reflected in modern society?" "In what ways were the diets of wealthy citizens and the poor similar and different, and how would those diets compare to the diet of the average citizen today?"

D2.3 Reflecting on Cultural Connections: describe some ways in which their knowledge of the classical world relates to and/or enhances their understanding of other cultures, fields of study, and personal experiences *(e.g., explain how knowledge of the classical language contributes to their understanding of terminology in fields such as medicine or law; explain how their understanding of the modern Olympic movement is enhanced by knowledge of the ideas and practices of the original Olympics)*

Teacher prompts: "What elements of the ancient Olympic Games inspired Pierre de Coubertin to revive the Olympics in Athens in 1896?" "How do you follow the motto 'mens sana in corpore sano' in your daily life?" "How does your knowledge of Greek mythology help you to understand the names of constellations?"

Classical Languages (Ancient Greek/Latin), Level 2

University Preparation LVGCU/LVLCU

This course provides students with opportunities to continue their exploration of the achievements of the classical world through the study of Latin or ancient Greek. Students will expand their vocabulary and consolidate their knowledge of grammatical concepts by reading and translating moderately complex adapted selections in the classical language. English is the language of instruction, and students will further improve their ability to use their oral communication, reading, and writing skills in both English and the classical language. Students will also explore diverse aspects of classical culture, including science and technology, architecture, politics and military campaigns, geography and the environment, and religion, while developing their ability to think critically and to make connections across the curriculum between the classical world and the world around them.

Prerequisite: Classical Languages, Level 1, Academic

A. ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the classical language and oral texts in English about the classical world, using a range of listening strategies;

A2. Speaking to Communicate: communicate information and ideas orally in the classical language and in English, using a range of speaking strategies and level-appropriate language suited to the purpose and audience (see the Language Knowledge chart for Latin or ancient Greek in Appendix A).

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand adapted oral texts in the classical language, including moderately complex texts, and oral texts in English about the classical world *(e.g., preview a vocabulary list before listening; listen for specific sound features such as intonation to aid comprehension; listen for noun and verb endings in the classical language to determine the meaning of sentences; make point-form notes of key information while listening to the classical language to use as a memory aid; use verbal cues to infer meaning while listening to a text read aloud; record and review oral texts to reinforce their familiarity with the pronunciation and improve listening comprehension; use their knowledge of derivatives to determine the meaning of new words in oral texts)*

A1.2 Understanding Linguistic Elements: identify various elements of the classical language, including phonological and grammatical elements, and use the English terminology for those elements correctly *(e.g., define the distinctions between classical and ecclesiastical Latin pronunciation; distinguish between aspirated and unaspirated vowels and consonants in spoken ancient Greek; identify noun cases and explain how the cases contribute to the meaning of a sentence; identify the ablative absolute in Latin or the genitive absolute in ancient Greek while listening to a text read aloud; identify sentences using the optative mood in ancient Greek; describe the use of syntactic structures such as participial clauses and subordinate clauses within sentences and short oral texts; identify and explain the use of person, aspect, number, mood, and voice of verbs)*

Teacher prompts: "What noun cases do you hear in these sentences?" "Raise your hand each time you hear a verb in the passive voice."

A1.3 Demonstrating Understanding: demonstrate an understanding of the meaning of phrases, sentences, and adapted oral texts in the classical language, including moderately complex texts, and of oral texts in English about the classical world *(e.g., answer questions about daily life in the ancient world; paraphrase information presented orally; identify English words derived from the classical language)*

Teacher prompt: "What English words can you identify as derivatives of Latin/ancient Greek words in the text?"

A1.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., plan to keep a journal of useful listening strategies for future reference; assess strategies suggested by the teacher and peers, and select some for use; during a student-teacher conference, explain how they self-monitor their listening skills; outline their learning process when they interpret a recorded oral text)*

A2. Speaking to Communicate

By the end of this course, students will:

A2.1 Using Speaking Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the classical language and in English for various purposes and to a variety of audiences *(e.g., adapt intonation, speaking pace, and mannerisms to role-play a significant individual from the classical world; prepare for a speaking activity by using a template to write a script; use costumes, props, or artefacts to enhance a presentation)*

A2.2 Speaking in the Classical Language: use level-appropriate vocabulary and grammatical constructions in a variety of oral language activities in the classical language, and speak with fluency and expression using standard pronunciation *(e.g., pose and answer simple questions; read a passage of adapted text aloud, using correct pronunciation and intonation, appropriate expression, and pauses for emphasis)*

Teacher prompts: "Where is Hercules?"/"Ubi est Hercules?" "Where is Theseus?"/"ποῦ ἐστιν ὁ Θησεύς;" "Who is the hero?"/"Quis est heros?"/"τίς ἐστιν ὁ ἥρως;"

A2.3 Speaking in English: use appropriate diction and correct grammar in a variety of oral language activities in English *(e.g., cite specific excerpts and use correct terminology when delivering presentations on classical texts or material culture; respond to questions about texts read in class, using English words that are derived from the classical language; perform skits based on cultural material; apply their knowledge of correct tense sequences gained from studying the classical language)*

A2.4 Translating: demonstrate knowledge of vocabulary and grammar by orally translating adapted texts, including moderately complex texts, from the classical language into English, with previous preparation and at sight

A2.5 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after speaking;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., describe how the use of appropriate diction contributes to the effectiveness of their speech in both English and the classical language; use a graphic organizer to categorize the ways in which verbal and visual cues support and clarify their spoken messages; identify effective elements of their presentations that they could incorporate into future presentations; plan to use a checklist to monitor their contributions to discussions; describe the factors that improve their communication, such as familiarity with the topic, sufficient subject-specific vocabulary, and use of intonation and gestures)*

Teacher prompt: "What strategies can you use to expand your spoken vocabulary in the classical language?"

B. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Reading Comprehension: determine meaning in a variety of texts about the classical world, in the classical language and in English, using a range of reading strategies;

B2. Awareness of Cultural Context: demonstrate an awareness of the cultural context of the classical language, using information from a variety of media in both the classical language and English.

SPECIFIC EXPECTATIONS

B1. Reading Comprehension

By the end of this course, students will:

B1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand adapted texts, including moderately complex texts, in the classical language and texts in English about the classical world *(e.g., activate prior knowledge with an anticipation guide; predict possible outcomes, using knowledge of the topic of the text; skim text to identify unfamiliar words and new cultural content; use their knowledge of classical culture or stories they have previously encountered to make inferences while reading; use visual information from items of material culture, such as pottery, coins, frescoes, and mosaics, to help interpret text; make connections to other texts or to personal experiences; use their knowledge of derivatives and classical civilization to analyse new concepts when reading materials in English)*

Teacher prompts: "Judging from the outcome of the story you have just read in this series, how do you think the characters will react in the next story?" "What strategies can you use to identify the Latin/ancient Greek text that will complete this cloze passage?" "How can the content of stories that you have translated previously help you read this passage?"

B1.2 Understanding Linguistic Elements in the Classical Language: identify various elements of the classical language, including grammatical constructions and relationships *(e.g., participial clauses; uses of the subjunctive mood in Latin; uses of deponent verbs in Latin; uses of the middle voice in ancient Greek verbs; the difference between the optative and subjunctive moods in ancient Greek)* and modern conventions of the writing system *(e.g., the use of commas to set off appositives, phrases, and clauses and to clarify antecedents in relative clauses)*, and demonstrate an understanding of their use

Teacher prompts: "How does the addition of a clause with a verb in the subjunctive mood help clarify the meaning of this sentence?" "Try reading the sentence with and without commas. Why do you need commas to set off the appositive phrase?"

B1.3 Reading for Meaning in the Classical Language: demonstrate an understanding of a variety of adapted texts, including moderately complex texts, in the classical language *(e.g., dialogues, brief plays or extracts from plays, inscriptions on monuments and coinage, epigrams)*, using their knowledge of the classical language and information about the classical world *(e.g., identify and describe the key ideas in a short passage about a Roman military campaign in Britannia, drawing on their knowledge of the daily life of a Roman soldier)*

Teacher prompts: "How does what you already know about the duties and responsibilities of a Roman soldier affect your translation of this story?" "In what different ways can you translate the temporal clause 'cum milites in via ambularent'? How does your decision affect your understanding of the meaning of the story?" "What name can you read on these ostraca? From your understanding of ancient Greek politics, what conclusions can you draw from the repetition of the name?"

B1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading texts in the classical language to determine the meaning of new words, and make connections to English words derived from the classical language *(e.g., use a reading response log to record and define new words and idiomatic expressions; use a Latin–English/ English–Latin or an ancient Greek–English/ English–ancient Greek dictionary to find the meaning of new words and phrases; use contextual and visual cues to infer the meaning of new words; use a graphic organizer of their choice to record English derivatives and their Latin or ancient Greek roots)*

Teacher prompt: "What useful words and phrases from the text you have just read could you include in a personal dictionary of Latin or ancient Greek?"

B2. Awareness of Cultural Context

By the end of this course, students will:

B2.1 Interpreting Information: make accurate inferences about the classical world, using information from a variety of sources and media *(e.g., English translations of inscriptions in the classical language; modern maps of the ancient Mediterranean; ancient coins; public notices and advertisements in the classical language; ostraca; biographies in English; translated letters of Cicero, Seneca, and Pliny; translated passages of Herodotus; ancient art forms such as relief sculptures and friezes)*

Teacher prompts: "What does the topography in this map of ancient Greece tell you about the Greeks' ability to travel within their own country?" "Look at this public notice. What do you think it says, and who is the audience?" "What aspects of the Roman military conquest of Judaea are reflected in this relief taken from the Arch of Titus?" "Look at the figures of the Ionic frieze on the Temple of Athena Nike. What information about Greek mythology can you find?"

B2.2 Metacognition:

(a) describe a range of strategies they found helpful before, during, and after reading to understand texts in both the classical language and English;

(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., using a graphic organizer, categorize the strategies they regularly use at various stages of reading, and identify any gaps; compare and contrast their use of strategies for reading in English and for reading in the classical language; compare their most effective strategies for reading in the classical language with those of a peer and collaborate to describe the best use for each)*

Teacher prompts: "How does skimming a text for vocabulary and grammatical elements before reading it improve the accuracy of your translation? What other strategies do you use before reading?" "In what ways is reading a story in English different from reading a story in Latin/ancient Greek? How do these differences influence your use of comprehension strategies?"

C. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Translating from the Classical Language into English and Composing in the Classical Language: translate texts from the classical language into English and write texts in the classical language, using appropriate vocabulary and language structures and correct grammar (see the Language Knowledge chart for Latin or ancient Greek in Appendix A);

C2. Writing in English: write a variety of English texts related to the classical language, using appropriate vocabulary and language structures and correctly applying knowledge of spelling, grammar, and punctuation conventions;

C3. Using the Writing Process: use the stages of the writing process – pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

SPECIFIC EXPECTATIONS

C1. Translating from the Classical Language into English and Composing in the Classical Language

By the end of this course, students will:

C1.1 Translating: write accurate English translations, correctly applying knowledge of vocabulary and grammar, of moderately complex adapted texts in the classical language *(e.g., translate passages containing sentences with subordinate clauses and participial phrases; write a translation of a sight passage)*

Teacher prompt: "What strategy would you use to identify and translate a participial phrase?"

C1.2 Composing: compose phrases, clauses, and sentences of moderate complexity and length in the classical language, using appropriate strategies and resources to ensure suitable word choice and correct word order and grammar *(e.g., complete cloze passages containing new language structures or elements; parse English phrases, clauses, and sentences to identify elements that govern decisions about grammar and word order in the classical language; identify phrases, clauses, and sentences in the classical language to use as models for their own compositions; consult print and electronic resources to verify word choice and grammatical concepts chosen; choose appropriate words when writing a brief passage, using running vocabularies, glossaries, and/or dictionaries; use grammatical charts to confirm the correct endings for nouns/adjectives and verbs)*

Teacher prompts: "How would you parse the clause 'when he was walking to the inn'?" "In the sentence 'The citizens were filling the top rows of the theatre before the actors appeared on stage', what case of the word *theatre* would you use in Latin/ancient Greek? Why?"

C2. Writing in English

By the end of this course, students will:

C2.1 Writing in a Variety of Forms: write a variety of English texts in response to passages in the classical language and to related cultural concepts *(e.g., a research report; an essay; a prose account of an event in the style of a passage from Julius Caesar's* Gallic Wars*; a letter from a town council asking the emperor for money for a building project)*

Teacher prompt: "If you were the people of Aquae Sulis, what information would you include in a letter to Emperor Domitian asking for money for expanding the town's bath complex? What stylistic elements do you think would be effective?"

C2.2 Demonstrating Knowledge of Content: write in English to demonstrate an understanding of moderately complex adapted texts in the classical language *(e.g., write a paraphrase or summary of a text being read in class; write answers to comprehension questions about a text being studied; write an interpretation of the author's possible purpose and the intended audience for a text being studied)*

C2.3 Applying Language Knowledge: correctly apply knowledge of vocabulary, language structures, and conventions of spelling, grammar, and punctuation when writing in English

C3. Using the Writing Process

By the end of this course, students will:

C3.1 Generating, Developing, and Organizing Content: generate, develop, focus, and organize ideas for writing in both English and the classical language, using several appropriate pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., identify the purpose and audience before writing, using guiding questions; consult reference materials to identify vocabulary related to their writing topic; use a T-chart to sort opposing points of view when developing an argument; gather supporting information, ideas, and opinions from print and electronic sources; share ideas with and seek feedback from peers; create a series of questions to guide research)*

C3.2 Drafting and Revising: plan, produce, and revise drafts, using several strategies and resources and choosing forms and stylistic elements suited to the purpose and audience *(e.g., write captions for a graphic story, using the abbreviations and brief descriptions used in classical inscriptions as models; improve the logical order of ideas, and add clarifying information based on feedback from the teacher and peers; consult a revision checklist either independently or when in conference with the teacher; verify word choice, punctuation, and language conventions when editing their draft; correct errors and refine their language use, using relevant feedback from previous assignments)*

C3.3 Producing Finished Work: produce a polished final product, using several strategies and resources to improve correctness and coherence and to enhance the readability and visual appeal of their work *(e.g., verify that vocabulary is appropriate and spelling and punctuation are correct, using a model generated by the teacher and students; incorporate labelled diagrams, illustrations, photographs, and/or pull quotes to highlight key information and enhance readability; add a sidebar with definitions of unfamiliar vocabulary)*

Teacher prompt: "What single Latin words would be most effective in a caption to accompany an illustration being used in your research paper?"

C3.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills in both the classical language and English *(e.g., identify the benefits of sharing ideas in pairs or small groups; identify specific skills, such as creating clear topic sentences and/or coherent paragraphs, that represent challenges or strengths in their own writing; describe the teacher and peer feedback that helped them identify the need for clarifying information and/or supporting details; plan to create a list of transition words and phrases that can be used to make logical connections between ideas; plan to maintain a personal vocabulary list to expand their repertoire of interesting, useful, or frequently forgotten words)*

Teacher prompts: "What strategies can you use to help you avoid repetitive phrasing in your writing?" "In addition to quotations, what types of information can you add to a text to substantiate and support your argument?" "How is paraphrasing as effective as using a direct quote to substantiate your argument?"

D. INTERCULTURAL UNDERSTANDING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Understanding the Influence of Classical Languages: demonstrate an understanding of the influence of classical languages on the languages of other cultures;

D2. Making Cultural Connections: demonstrate an understanding of classical culture and its influence on other cultures.

SPECIFIC EXPECTATIONS

D1. Understanding the Influence of Classical Languages

By the end of this course, students will:

D1.1 Investigating Derivatives: identify a variety of words, phrases, and abbreviations that are derived from the classical language and found in English and other languages, and use them accurately *(e.g., create a glossary of English words relating to science, music, and/or the arts that are derived from a classical language; identify the use of Latin or ancient Greek in fields such as medicine and law; give the meaning of mottoes such as Canada's* "A mari usque ad mare" *and Ontario's* "Ut incepit fidelis sic permanet" *and maxims such as* "D. G. REGINA" *on the obverse of Canadian coins and* "Mens sana in corpore sano"*, and explain why Latin is still used in these contexts)*

D1.2 Using Interconnected Language Knowledge: use knowledge of a variety of language structures that are common to the classical language, English, and other languages to enhance their speaking, reading, and writing skills in both English and the classical language *(e.g., the use of subordinate clauses in complex sentences; the formation and use of the comparative and superlative forms of adjectives and adverbs)*

D2. Making Cultural Connections

By the end of this course, students will:

D2.1 Understanding the Classical World: demonstrate knowledge and understanding of diverse aspects of life in the classical world, using several different strategies *(e.g., explain military strategies the Romans used in combat with ancient Mediterranean societies that engaged in guerrilla warfare, using a graphic or three-dimensional representation; outline mining techniques and/or agricultural practices used in the ancient Mediterranean world and describe their environmental impact; describe illustrations of the burial customs of different peoples in the classical world; describe the role of warfare in destroying arable land and polluting water supplies; identify and evaluate the influence of Roman imperialism on the development of trade and commerce in the classical world using maps; compare the empires of Alexander the Great and the Romans and their impact on indigenous peoples; create a list of the criteria for and benefits of Roman citizenship; explain how gender and class determined the roles of different groups of people, including slaves, in ancient Mediterranean societies; assess the impact of the Persian Wars on the growing power of Athens; compare Athenian and Spartan attitudes to education, citizenship, and warfare using a T-chart or a Venn diagram; assess the impact of the Peloponnesian War on the natural resources of ancient Greece; demonstrate Archimedes' principle using a three-dimensional model; use simulation software to show how an aqueduct delivered water; describe the journeys of a soldier throughout the Roman Empire as he might have written about them in a letter to his family; describe, using maps, the need for wood in daily life, the resulting deforestation, and its influence on the expansion of the Roman Empire)*

D2.2 Making Cultural Connections: relate aspects of classical culture *(e.g., military practices, religious practices, social customs, technology, political ideas, scientific inquiry)* to comparable aspects of other societies and cultures *(e.g., identify similarities and differences between a Roman soldier's kit and a contemporary soldier's kit, and explain why they are different; identify a* *common classical religious practice that evolved into a non-religious custom in later society; compare ancient and modern weddings by recreating three elements of the bride's apparel in the classical world that are similar to or different from those of a modern bride; identify characteristic features of classical architecture in buildings in later societies; compare the organizational structures and/or the peacetime activities of ancient and modern armies; create a list of some classical contributions to engineering and science that are still relevant today; construct a T-chart comparing elements of classical and contemporary governmental systems, including First Nations governance structures; compare and contrast the information reported by Flavius Josephus in* The Jewish War *with news reports of modern conflict in the Middle East; compare waste and waste-management issues in the classical world to similar issues in the modern world)*

Teacher prompts: "What are some religious and/or civic buildings of later periods that show the architectural influence of Greek and Roman temples, monuments, and other public buildings?" "What are some landmark contributions to the advancement of human knowledge that have been made by classical scientists and inventors?" "How did the system of Roman roads affect future settlement patterns in Britain and Europe?" "Does Flavius Josephus offer any advice about dealing with religious conflict that is relevant to modern governments?"

D2.3 Reflecting on Cultural Connections: describe several ways in which their knowledge of the classical world relates to and/or enhances their understanding of other cultures, fields of study, and personal experiences *(e.g., explain how knowledge of the classical language supports their language learning in French, Italian, Spanish, and/or German; explain how knowledge of classical contributions to science relates to their learning in physics, mathematics, biology, and/or chemistry; use their knowledge of Roman history or Greek mythology to describe the influences of classical culture on the Hunger Games trilogy by Suzanne Collins; construct a T-chart comparing and contrasting the heroic quest of J. K. Rowling's Harry Potter to the quest of Heracles or of Theseus to illustrate how knowledge of classical literature can provide insight into contemporary literature)*

Teacher prompts: "Can you trace the etymology of ten French words derived from Latin?" "How does your knowledge of Greek mythology help you understand the nomenclature of chemical elements listed in the periodic table?" "In the Hunger Games trilogy, in what ways does Suzanne Collins draw on classical culture?"

Classical Languages (Ancient Greek/Latin), Level 3

University Preparation **LVGDU/LVLDU**

This course provides students with opportunities to further develop their knowledge of the achievements and rich cultural legacy of the classical world through the study of Latin or ancient Greek. Students will increase their vocabulary and refine their use of grammatical concepts by reading and translating a broad selection of adapted and original classical texts, including prose and poetry. English is the language of instruction, and students will further refine their ability to use oral communication, reading, and writing skills in both English and the classical language. Students will apply research and critical thinking skills to investigate diverse aspects of classical culture, and make increasingly insightful connections between the classical world and other societies.

Prerequisite: Classical Languages, Level 2, University Preparation

A. ORAL COMMUNICATION

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the classical language and oral texts in English about the classical world, using a range of listening strategies;

A2. Speaking to Communicate: communicate information and ideas orally in the classical language and in English, using a range of speaking strategies and level-appropriate language suited to the purpose and audience (see the Language Knowledge chart for Latin or ancient Greek in Appendix A).

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand adapted and unadapted oral texts in the classical language, including complex texts, and oral texts in English about the classical world *(e.g., listen selectively to focus on key ideas and information; use prior knowledge of vocabulary to predict meaning; use grammatical clues, such as noun-adjective agreement between words separated by other words in a poem, to determine the meaning of lines of poetry; make jot notes during a class discussion and review after listening to reinforce their comprehension; prepare questions while listening to a guest speaker's presentation; confirm and clarify comprehension during listening by referring to pre-listening activities; replay audio clips to confirm their understanding of the meaning)*

Teacher prompt: "How does the interlocking word order of the line create difficulty for translating at first hearing? How does the unusual word order enhance the poet's meaning?"

A1.2 Understanding Linguistic Elements: identify various elements of the classical language, including phonological and grammatical elements, and use the English terminology for those elements correctly *(e.g., differentiate between prose and poetry presented orally; distinguish between active and passive voice in sentences read aloud; identify subordinate clauses in oral texts; identify the ablative absolute in Latin or the genitive absolute in ancient Greek in complex contexts; identify the subjunctive mood while listening to passages in the classical language; classify metre, such as dactylic hexameter, phalaecean, or elegiac couplet, in poetry read aloud; define intonation, pitch, consonance, and assonance)*

Teacher prompts: "In what way does this text written in elegiac couplet sound different from prose?" "How does the meaning of this sentence change if the verb is changed from active to passive?"

A1.3 Demonstrating Understanding: demonstrate an understanding of the meaning of phrases, sentences, and adapted and unadapted oral texts in the classical language, including complex texts, and of oral texts in English about the classical world *(e.g., define the terms* patronus *and* cliens*; identify and describe political bias in the poems of Martial, citing his use of diction; identify the main message of a poem by Catullus read aloud; describe ways in which the requirements of metre affect the way a line of a poem is written, its sound, and its meaning; after viewing a documentary about an archaeological excavation, describe an aspect of the material culture of the classical world; after listening to a translated account of daily life in the classical world, compare an aspect of ancient society to its counterpart in contemporary society)*

Teacher prompts: "Listen for three adjectives and describe how they create the mood of the poem." "What are the names of the characters in the poem? What are some adjectives used to describe the characters?" "How do metre and intonation help you understand the poem's meaning and the poet's intention?" "How does consonance affect your understanding of the poem?"

A1.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., plan to self-monitor progress by using a checklist to compare their performance to an earlier one or to a personal goal; plan to listen for specific information in an oral text or presentation; use a personal journal to reflect on areas for improvement and ways to listen to prose and poetic texts more effectively; assess strategies suggested by the teacher and peers, and identify those that are most effective for listening to lectures)*

A2. Speaking to Communicate

By the end of this course, students will:

A2.1 Using Speaking Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the classical language and in English for various purposes and to a variety of audiences *(e.g., use visual aids when presenting information about material culture being studied; formulate questions to guide participation in a class discussion)*

A2.2 Speaking in the Classical Language: use level-appropriate vocabulary and grammatical constructions in a variety of oral language activities in the classical language, and speak with fluency and expression using standard pronunciation *(e.g., compose phrases and short sentences and deliver them orally; read a poem or an excerpt from a poem aloud with attention to metre, intonation, and modulation)*

A2.3 Speaking in English: use appropriate diction and correct grammar in a variety of oral language activities in English *(e.g., critique a poem using correct terminology; defend their interpretation of a classical speech or poem, citing evidence from the text; dramatize the events depicted in a short classical text, using appropriate language; deliver a reading of a poem translated from the classical language or a poem with a classical theme, using appropriate intonation and modulation; incorporate into an oral presentation English words that are derived from the classical language; deliver a clear presentation, applying knowledge of logic gained from studying the grammar of the classical language)*

Teacher prompts: "How do onomatopoeia, sibilance, and juxtaposition enhance the mood of this poem?" "In what ways can you modulate your voice in order to convey the mood of the poem?"

A2.4 Translating: demonstrate knowledge of vocabulary and grammar by orally translating adapted and unadapted texts, including complex texts, from the classical language into English, with previous preparation and at sight

A2.5 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after speaking;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., express preferences about speaking strategies; identify which aspects of feedback received from a peer were most helpful in improving a presentation; plan to use body language and tone of voice to help communicate the meaning of a poem)*

B. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Reading Comprehension: determine meaning in a variety of texts about the classical world, in the classical language and in English, using a range of reading strategies;

B2. Awareness of Cultural Context: demonstrate an awareness of the cultural context of the classical language, using information from a variety of media in both the classical language and English.

SPECIFIC EXPECTATIONS

B1. Reading Comprehension

By the end of this course, students will:

B1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand adapted and unadapted texts, including complex texts, in the classical language and texts in English about the classical world *(e.g., scan text prior to reading to make inferences about its intent; skim text to identify unfamiliar words and grammatical elements; skim text for specific cultural information; use titles, headings, footnotes, commentary, and/or marginal notes to extract information; reread to find information that was overlooked on first reading; use cultural references to shed light on the meaning of a classical text; make connections between a classical text and the modern world; use apparatus critici and commentaries to help interpret a text)*

Teacher prompts: "What kinds of information will you look for as you reread?" "What types of information do the apparatus critici contain that can help you understand the text?"

B1.2 Understanding Linguistic Elements in the Classical Language: identify various elements of the classical language, including grammatical constructions and relationships *(e.g., the passive voice, subordinate clauses requiring the subjunctive/optative mood, the ablative absolute in Latin or the genitive absolute in ancient Greek used with different participles, poetic word order)*, stylistic devices *(e.g., anacoluthon, asyndeton, ellipsis, prolepsis, chiasmus, litotes, hyperbole, juxtaposition, the omission of words previously used within a passage)*, and modern conventions of the writing system *(e.g., differences in the use of punctuation in prose and in poetry in modern printing)*, and demonstrate an understanding of their use

Teacher prompts: "Where does the passive voice occur in this passage? In what way does it alter the reader's understanding of the actor and the action?" "Where in this passage can you find words that are juxtaposed for poetic effect?" "What additional effect does the use of chiasmus have on the reader's appreciation of the lines?"

B1.3 Reading for Meaning in the Classical Language: demonstrate an understanding of a variety of adapted and unadapted texts, including complex texts, in the classical language *(e.g., prose selections of Tacitus, epigrams of Martial, lyric poems of Catullus, excerpts from Plato)*, using their knowledge of the classical language and information about the classical world *(e.g., translate a poem or an epigram of Catullus, drawing on their knowledge of Roman social conventions; interpret brief passages from Plato's* Apology*, drawing on their knowledge of Athens in the late fifth and early fourth centuries BCE)*

Teacher prompts: "What metaphors does Catullus use, and how do they enhance your understanding and appreciation of the poem?" "In what ways is the Athenian legal system reflected in Plato's *Apology*? What words and phrases does he use to emphasize the factual information?"

B1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading texts in the classical language to determine the meaning of new words, and make connections to English words derived from the classical language *(e.g., identify possible meanings of new words, using contextual cues, and consult a Latin–English/English–Latin or an ancient Greek–English/English–ancient Greek dictionary to confirm or correct their deductions; use their knowledge of English derivatives to deduce the meaning of new words; identify and research the meaning of colloquialisms and idiomatic expressions to create a personal dictionary; find familiar words used in new contexts and explain their meaning in relation to those contexts; use a graphic organizer of their choice to record English derivatives and their roots in the classical language)*

Teacher prompt: "What words or expressions do you recognize from our previous readings? In what ways are they used differently here?"

B2. Awareness of Cultural Context

By the end of this course, students will:

B2.1 Interpreting Information: make accurate inferences about the classical world, using information from a variety of sources and media *(e.g., inscriptions in the classical language; short excerpts from Cicero, Ovid, Homer, Herodotus; archaeological research papers; political histories in English; English translations of epic poems such as* The Aeneid, The Iliad, The Odyssey; *ancient art forms such as friezes, monuments; cultural resource materials such as art books, digital archives; resources about garden archaeology and the sacred grove)*

Teacher prompts: "What political message about imperial Rome do you think Vergil was making by characterizing Aeneas as dutiful and stoic?" "On the basis of what you have read in *The Iliad,* how would you describe the role of the warrior-king in Bronze Age Greece?" "Look carefully at the images on Trajan's Column. What information about a Roman soldier's life can you discern?" "What does this reconstruction of a garden in Pompeii tell us about the importance of the garden in the life of ancient Romans?" "What does this fresco from Herculaneum say about the relationship of ancient Romans to nature?"

B2.2 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after reading to understand texts in both the classical language and English;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., plan to record the steps they take as they translate texts and to reflect on the efficiency of their reading process; set targets to increase their use of helpful strategies, such as participation in circle discussions for interpreting poetry; keep a reading log to determine their reading trends, and set goals to expand the variety of texts they read)*

Teacher prompts: "How can you use your knowledge of both vocabulary and grammar to help you interpret texts in the classical language?" "What is the first step you take when you encounter a new text in the classical language? What else can you do before you begin to translate?"

C. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Translating from the Classical Language into English and Composing in the Classical Language: translate texts from the classical language into English and write texts in the classical language, using appropriate vocabulary and language structures and correct grammar (see the Language Knowledge chart for Latin or ancient Greek in Appendix A);

C2. Writing in English: write a variety of English texts related to the classical language, using appropriate vocabulary and language structures and correctly applying knowledge of spelling, grammar, and punctuation conventions;

C3. Using the Writing Process: use the stages of the writing process – pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their work effectively.

SPECIFIC EXPECTATIONS

C1. Translating from the Classical Language into English and Composing in the Classical Language

By the end of this course, students will:

C1.1 Translating: write accurate English translations, correctly applying knowledge of vocabulary and grammar, of adapted and unadapted texts in the classical language *(e.g., write a translation of a poem; translate a sight passage of prose or poetry; translate complex sentences, making use of grammar notes and charts and explanations of grammatical constructions in print and electronic resources; translate a complex passage, making use of the apparatus criticus provided with the passage, which shows variant readings)*

Teacher prompts: "What are effective strategies for translating a poem into English?" "How does your word choice in English affect the meaning of the translation?"

C1.2 Composing: compose phrases, clauses, and sentences of varying lengths and complexity in the classical language, using a range of strategies and resources to ensure suitable word choice and correct word order and grammar *(e.g., identify appropriate word order, verify the correct form for verb tenses in the active and passive voice, and select the correct cases for nouns and adjectives, using print and electronic resources; correctly select either the ablative absolute [Latin]/genitive absolute [Greek] or a temporal clause when composing sentences)*

Teacher prompts: "How would you parse the clause 'while she was talking to her children'?" "How would you parse the sentence 'As he was reading the poem, the teacher instructed his students'?" "What constructions, such as a temporal clause or an ablative/genitive absolute, would you use to compose this sentence? Why?"

C2. Writing in English

By the end of this course, students will:

C2.1 Writing in a Variety of Forms: write a variety of English texts in response to passages in the classical language and to related cultural concepts *(e.g., a journal entry about the propaganda contained in Vergil's* Aeneid*; a letter to Martial about one of his epigrams; a letter to Thucydides about his account of his actions at the fall of Amphipolis; a research report about the influence of a particular aspect of Roman culture on other cultures)*

Teacher prompt: "Did the aspect of Roman culture you have selected to research have a wide influence or a lasting one? Which other cultures were affected? In what ways can that influence still be observed?"

C2.2 Demonstrating Knowledge of Content: write in English to demonstrate an understanding of unadapted texts of varying levels of complexity in the classical language *(e.g., write a paraphrase or summary of a text being read in class; write detailed and well-developed answers to comprehension questions about texts being studied; write a report identifying ideas that are implicit but not directly stated in a text being studied and explaining their reasoning)*

C2.3 Applying Language Knowledge: correctly apply knowledge of vocabulary, language structures, and conventions of spelling, grammar, and punctuation when writing in English

C3. Using the Writing Process

By the end of this course, students will:

C3.1 Generating, Developing, and Organizing Content: generate, develop, focus, and organize ideas for writing in both English and the classical language, using a range of appropriate pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., activate prior knowledge about the classical language and culture through peer and group interactions; use rapid writing to capture ideas about classical culture presented in class; consult a historical map to prepare for writing directions for travel from one ancient Mediterranean city or settlement to another; record ideas by grouping them under headings; prioritize ideas for research using a ranking system; use a point-form outline to organize content)*

C3.2 Drafting and Revising: plan, produce, and revise drafts, using a variety of strategies and resources and choosing forms and stylistic elements suited to the purpose and audience *(e.g., write a persuasive speech, using a passage from a classical text as a model; review their drafts to ensure that the ideas are presented in a logical order and with clear transitions; annotate their drafts using sticky notes and highlighters to record ideas about revision; create a list of questions to help guide revision; refer to feedback from the teacher and peers to identify sections of their draft that need clarifying details and/or more varied sentence structure and vocabulary)*

Teacher prompt: "Have you read your peer editor's comments carefully? How will you incorporate his or her feedback into your next draft?"

C3.3 Producing Finished Work: produce a polished final product, using a variety of strategies and resources to improve correctness and coherence and to enhance the readability and visual appeal of their work *(e.g., verify that vocabulary is appropriate and that spelling and punctuation are correct, using print and electronic resources; review the organization of their text to ensure that it meets the requirements of the form; use design elements such as graphics, fonts, and an appealing layout to highlight key information and enhance the readability of their work; include quotations to support ideas presented, and cite their sources using a consistent and approved citation method; apply a self-assessment method to check their final draft against the criteria for success)*

C3.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills in both the classical language and English *(e.g., identify strategies, such as the use of graphic organizers, that help them develop and structure ideas generated during brainstorming; describe the types of revisions to their writing that peer and teacher feedback helped them identify as necessary, and select self-correcting techniques to address those language areas in future drafts; plan to keep a log of pre-writing and writing activities to guide later revisions; plan to apply a strategy for conducting research and to monitor its effectiveness throughout the production of their text)*

Teacher prompt: "What aspects of peer feedback did you find helpful for revising the first draft of your research paper?"

D. INTERCULTURAL UNDERSTANDING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Understanding the Influence of Classical Languages: demonstrate an understanding of the influence of classical languages on the languages of other cultures;

D2. Making Cultural Connections: demonstrate an understanding of classical culture and its influence on other cultures.

SPECIFIC EXPECTATIONS

D1. Understanding the Influence of Classical Languages

By the end of this course, students will:

D1.1 Investigating Derivatives: identify a wide variety of words, phrases, and abbreviations that are derived from the classical language and found in English and other languages, and use them accurately in appropriate contexts *(e.g., define and explain the classical origin of: literary terms such as* metaphor, simile, hyperbole; *philosophical terms such as* epistemology, syllogism; *educational terms such as* rhetoric, docent; *terms used in drama such as* scene, chorus, orchestra; *entertainment terms such as* circus, amphitheatre*)*

D1.2 Using Interconnected Language Knowledge: use knowledge of a wide variety of language structures that are common to the classical language, English, and other languages to enhance their speaking, reading, and writing skills in both English and the classical language *(e.g., the use of subordinate clauses in specific contexts; the formation and use of participial phrases)*

D2. Making Cultural Connections

By the end of this course, students will:

D2.1 Understanding the Classical World: demonstrate knowledge and understanding of diverse aspects of life in the classical world, using a variety of strategies *(e.g., enter the dates of important Roman religious festivals in a digital calendar, using the original Roman dating system; create an interpretive dance that re-enacts Apollo's pursuit of Daphne or Pan's of Syrinx; outline classical ecological practices associated with aqueducts and other water systems, using drawings or a model; evaluate the consequences of warfare for the ecology of the ancient Mediterranean; create a map showing the influence of the Persian Wars on urban planning in ancient Greece; describe attitudes to and effects of multiculturalism in the Roman world; summarize the biographies of some women in antiquity who played significant roles in the events of their times; evaluate the effects of social divisions in the classical world; describe the origins, purpose, and achievements of the Delian League by writing a letter to Pericles complaining about his diversion of members' dues to finance his Athenian building program; summarize in a research essay the usefulness of Trajan's Column as a source of information about the impact of Roman conquest on the indigenous Dacians)*

D2.2 Making Cultural Connections: relate aspects of classical culture *(e.g., art, architecture, philosophy, social customs, political ideas, religious practices, technology, law, literature)* to comparable aspects of other societies and cultures *(e.g., create a poster identifying similarities and differences between classical law codes and modern law codes; outline in a research essay the influence of the Vestal Virgins on the development of the Roman Catholic convent; lead a seminar analysing Roman urban planning policies during the Empire and evaluating their effectiveness in light of modern environmental standards; outline in a research essay the influence of Greek political philosophy on contemporary Western political ideas and institutions; deliver a presentation illustrating the influence of classical art on the art of later societies; identify examples of modern architecture that show the influence of classical architecture; compare and* *contrast Cormac McCarthy's* The Road *and Vergil's* Aeneid*; identify ways in which Homer's* Iliad *and* Odyssey *and Vergil's* Aeneid *influenced Dante's description of the Inferno in his* Divine Comedy*)*

Teacher prompts: "What aspects of the legal codes of classical societies have influenced the development of contemporary justice systems? Are there any similarities between laws in the classical world and ideas on justice in traditional First Nations, Métis, or Inuit communities before contact with Europeans?" "In what ways are the satiric poems of the Roman poet Martial similar to modern stand-up comedy routines?"

D2.3 Reflecting on Cultural Connections: describe a variety of ways in which their knowledge of the classical world relates to and/or enhances their understanding of other cultures, fields of study, and personal experiences *(e.g., explain how knowledge of the classical language enriches their use of the English language and other languages; explain how knowledge of the growth and decline of the Athenian and Roman empires contributes to their understanding of modern economic, military, or social history; describe how knowledge of classical history and art contributes to their understanding and appreciation of museum or gallery exhibits; use their knowledge of the myth of Pyramus and Thisbe to evaluate the impact of Ovid's account on Shakespeare's interpretation in* A Midsummer Night's Dream*)*

Teacher prompts: "What subjects from Roman history and classical mythology did Jacques-Louis David paint? How did these themes influence his paintings of non-classical subjects? How did he intend these paintings to be understood by his contemporaries?" "What correspondences can you identify between Ovid's and Shakespeare's versions of the myth of Pyramus and Thisbe? How does your knowledge of the myth help you interpret Shakespeare's play?"

Classical Civilization, Grade 12

University Preparation **LVV4U**

This course introduces students to the rich cultural legacy of the classical world. Students will investigate aspects of classical culture, including mythology, literature, art, architecture, philosophy, science, and technology, as well as elements of the ancient Greek and Latin languages. Students will develop creative and critical thinking skills through exploring and responding to works by classical authors in English translation and examining material culture brought to light through archaeology. They will also increase their communication and research skills by working both collaboratively and independently, and will acquire an understanding and appreciation of the interconnectedness of ancient and modern societies.

Prerequisite: English, Grade 10, Academic, or Classical Languages, Level 2, University Preparation

A. CRITICAL THINKING AND LITERACY SKILLS

OVERALL EXPECTATIONS

Throughout this course, students will:

A1. Research: select and organize information about the classical world from a variety of oral, written, and visual primary and secondary sources;

A2. Interpretation and Evaluation: interpret and evaluate information to make inferences about the cultural customs and values of the classical world;

A3. Communication: communicate knowledge and understanding of the classical world using a variety of media;

A4. Intercultural and Other Connections: describe how learning about the classical world relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

SPECIFIC EXPECTATIONS

A1. Research

Throughout this course, students will:

A1.1 Formulating Questions: formulate different types of questions to guide research and facilitate making predictions and inferences about aspects of classical civilizations *(e.g.,* factual question: *"What types of Minoan artefacts have been identified in the grave goods found in Mycenaean tombs, and what might this information indicate about trading and other relationships between Crete and mainland Greece in the Bronze Age?"*; comparative question: *"What are some key similarities and differences in mood and expression between Catullus's early and later poems to Lesbia?"*; causal questions: *"How might the results of the First Punic War have created conditions leading to the Second Punic War?" "How did Roman demand for timber and other resources affect the local environment and create a need to expand territory?")*

Teacher prompts: "What questions would you ask to guide an inquiry into the contributions of classical societies to scientific knowledge?" "What questions would you ask to guide an inquiry into the similarities and differences between the military achievements of Alexander the Great and Julius Caesar?" "What questions would you ask to guide an inquiry into the underlying causes of the transition from the Roman Republic to the Principate?" "What questions would you ask to guide an inquiry into the environmental effects of the expansion of the Roman Empire?"

A1.2 Reading Complex Texts: use decoding strategies *(e.g., referring to glossaries and specialized dictionaries and encyclopedias)* and information technology *(e.g., Internet search features)* to understand unfamiliar vocabulary, writing and numerical systems, and textual and visual representations in a broad range of classical sources *(e.g., historical commentaries, tomb inscriptions, statuary, coins, public notices and advertisements)*

Teacher prompt: "What corroboration of Josephus's account of the Roman conquest of Jerusalem do the relief sculptures on the Arch of Titus provide?"

A1.3 Using Primary and Secondary Sources: distinguish between and make appropriate use of different types of primary and secondary sources *(e.g., identify similarities and differences in the information acquired from primary and secondary sources; use information in classical literary texts to supplement historical and geographical information; use historical maps and diagrams to clarify and enhance their understanding of historical events; locate ancient sites on modern maps)*

Teacher prompts: "Where on a map of the Mediterranean world in the third and second centuries BCE are places associated with the life of Hannibal, and what was their significance in his life? For example, what stages in his career are associated with Saguntum, Carthage, Bithynia, and the Seleucid Empire? In what contemporary countries are those locations found?" "Locate on a map some or all of the Bronze Age Mycenaean *poleis* mentioned in Homer's *Iliad* and *Odyssey*. Why is their location important to their being included in the Trojan War? What does this tell you about the mobility of ancient peoples?"

A1.4 Selecting and Organizing Information: select information derived from oral and written forms of ancient Greek and Latin primary sources in translation *(e.g., information about rural life in the first century BCE from a translation of Vergil's* Georgics *presented orally, information about the life of Agrippina from the* Annals *of Tacitus)*, from ancient Greek and Roman visual sources *(e.g., statues, pottery, friezes)*, and from secondary sources about the classical world *(e.g., information about the Trojan War from a television documentary)*, and organize the material using criteria appropriate to the focus of the inquiry

Teacher prompt: "How do the descriptions of Agrippina the Younger in Tacitus's *Annals* differ from those given by other ancient authors? And how do these literary descriptions compare to sculptural representations identified as Agrippina?"

A1.5 Citing Sources: demonstrate academic integrity by acknowledging all contributions from collaborative inquiry and all extracts and other information from written, graphic, and electronic sources that they have used to support and enhance their oral, written, and multimedia presentations in classical studies, using accepted forms of accreditation and/or documentation *(e.g., use quotation marks to identify all material taken word for word from a source and acknowledge the source; produce accurate and comprehensive notes and bibliographies)*

Teacher prompt: "Under what circumstances does paraphrasing become plagiarism? What are some ethical issues connected with using someone else's work without acknowledgement? If you engage in plagiarism, what effect could it have on your academic career and your future life?"

A2. Interpretation and Evaluation

Throughout this course, students will:

A2.1 Interpreting Information: make inferences about the cultural characteristics, customs, and values of the classical world based on an analysis of information gathered in research *(e.g., make inferences about attitudes towards women in classical societies based on research findings about the various roles and depictions of women of those times; make inferences about Plato's attitude to Athenian democracy based on his prescription for government in* The Republic*; make inferences about the historian's purpose based on the presentation of the life of Livia, wife of Augustus, in the* Annals *of Tacitus; make inferences about the development and socio-cultural impact of slavery in the ancient world and the Roman practice of manumission, using research findings)*

Teacher prompts: "What was the purpose of the ancient Roman practice of augury? What do you think this practice indicates about the role of religion in the political affairs of the Roman state? In the case of the Second Punic War, what were some risks attached to this method of decision making?" "What characteristics of Bronze Age Greek cultural codes in Homer's *Iliad* might explain Achilles' reaction to the loss of his war prize, Briseis?" "In Vergil's *Eclogues*, in what ways did the Roman elite idealize the bucolic life of ancient Rome?"

A2.2 Evaluating Evidence: assess the reliability and/or significance of physical, artistic, and literary evidence pertaining to the nature of the classical world based on an analysis of the context, purpose, values or biases, expertise, and reputed authenticity of the available historical and contemporary sources *(e.g., the historical significance of Thucydides' account of the Peloponnesian War; the purpose of Martial's flattery of the emperor; the reliability of Pliny the Younger's depictions of the early Christian community in his letters to the Emperor Trajan; the significance of Petronius's depiction of Trimalchio in the* Satyricon*; the accuracy of Plato's characterization of Socrates in* The Apology*; the socio-political significance of monuments such as the Ara Pacis Augustae and visual artefacts such as frescoes, relief sculptures, and inscriptions)*

Teacher prompt: "What do you know about the Roman military and its interaction with indigenous peoples of Dacia from Trajan's Column?"

A3. Communication

Throughout this course, students will:

A3.1 Communicating Orally: communicate orally about the classical world for a wide range of purposes and audiences, using a variety of communication strategies and demonstrating effective word choice, clear expression, convincing delivery, and accurate use of Latin and ancient Greek when required *(e.g., pronounce Latin and ancient Greek words and phrases correctly;*

respond to questions by using appropriate examples; participate in class discussions and collaborative learning opportunities; initiate conferences with the teacher; differentiate among presentation styles suitable for teachers, peers, and younger students; display cross-cultural and historical sensitivity in presenting potentially uncomfortable material on warfare, indigenous peoples, race, gender roles, slavery, disability, and religion)

Teacher prompts: "How would you change your presentation about family dysfunction in the House of Atreus if your audience were adults rather than your peers?" "How could you introduce the stories about the Trojan War for students who are in Grade 9 and have limited knowledge about mythology? What language would you use?" "How would you explain aspects of the myth of Hephaestus to audience members of varying abilities and needs?"

A3.2 Collaborating: demonstrate responsible, constructive behaviour in interactions with others in a collaborative setting *(e.g., work cooperatively in teacher-assigned and/or self-selected groups to solve problems and resolve conflicts; apply interpersonal skills to collaborate effectively; show respect for others in open-forum discussions about presentations by class members; give and receive constructive criticism)*

Teacher prompts: "In this jigsaw activity about mystery religions in the Roman Empire during the first and second centuries CE, what strategies will you use to ensure that all group members have the opportunity to participate?" "What strategies would you use to resolve a conflict between members of your group in order to ensure that your presentation about the importance of the Roman practice of *salutatio* is completed well and on time?"

A3.3 Developing and Producing Texts: plan and produce a variety of literary, informational, and graphic texts about the classical world for a wide range of purposes and audiences, using effective words, images, and language structures, correct grammar, and a range of editing and revising strategies *(e.g., keep a reading-response journal about Cicero's* Letters*; rewrite the myth of the contest for Athens between Athena and Poseidon based on the archaeology of the Athenian Acropolis; write an essay comparing King Cogidubnus and Joseph Brant as indigenous leaders faced with occupation by a dominant power; write a news report of the apotheosis of Julius Caesar and the development of emperor worship; create a T-chart or Venn diagram of Roman deities adopted from other religions to demonstrate syncretism; produce a graphic text, such as a series of labelled diagrams, comparing the waste management systems in Rome and Athens)*

Teacher prompt: "What questions would you ask Caesar's wife, Calpurnia, Cleopatra, Mark Antony, Caesar's veterans, the senators who supported him, the senators who supported Cassius and Brutus, and average Roman citizens in order to write a report about the Senate's decree declaring Julius Caesar a god?"

A3.4 Summarizing and Paraphrasing: summarize and paraphrase information in original texts in translation, orally and in writing, to communicate and consolidate their understanding of the classical world *(e.g., summarize Pericles' funeral oration from Thucydides'* History of the Peloponnesian War*; paraphrase Antigone's final speech in Sophocles'* Antigone*; summarize the information about the eruption of Mount Vesuvius contained in Pliny the Younger's Letter 6.16)*

Teacher prompts: "What salient information does Pliny the Younger provide about the eruption of Vesuvius?" "In Ode 1.37, what key information does Horace provide about the Battle of Actium?"

A3.5 Transcribing, Transliterating, and Identifying Derivatives: accurately transcribe words in ancient Greek, transliterate words from ancient Greek into the Latin alphabet and ancient Greek and Roman numerals into Arabic numerals, and identify English words derived from Latin and ancient Greek *(e.g., identify an English derivative from ancient Greek or Latin, using an etymological dictionary; create an artefact using the Greek alphabet; accurately transliterate into the Latin alphabet ancient Greek words for which there are no clear English equivalents, and give an approximate English meaning)*

Teacher prompts: "Using your etymological dictionary, find the origins and meanings of the words *idea, ethics, ontology, cosmology, ecology,* and *politics*." "What problems might you encounter in transliterating a panel of an ancient Greek inscription from a portion of the Athenian tribute lists?"

A3.6 Selecting Media: select appropriate media and delivery styles to produce, share, and disseminate products related to their learning *(e.g., use presentation software to develop a seminar on the significance of the Trojan gold found in the Pushkin State Museum of Fine Arts; dramatize an excerpt from* The Verrine Orations *of Cicero; create a model of the Temple of Jupiter Capitolinus in Rome; make a three-dimensional topographical map of Greece)*

Teacher prompts: "What materials or found materials could you use to build a miniature three-dimensional model of the Arch of Titus? How will you recreate the details on the interior of the triumphal arch, such as the central coffers and the panel reliefs?" "What images would you incorporate in a video about the Parthenon to hold your viewers' attention and effectively illustrate your subject?"

A4. Intercultural and Other Connections

Throughout this course, students will:

A4.1 Investigating Connections: develop and outline learning plans to initiate and guide inquiries into the influence of the classical world on the history and culture of later societies, including contemporary societies *(e.g., create a learning plan for a group presentation comparing the rights and responsibilities of Roman citizens to the rights and responsibilities of citizens in a modern Western democracy and describing the criteria for citizenship in both systems; formulate questions to guide a project exploring the legacy of Greek and Roman military strategists in later eras)*

Teacher prompt: "What questions will you ask and what research materials will you use to show the impact of ancient art on the art of Michelangelo or Rodin?"

A4.2 Reflecting on Connections: determine whether and how their learning about the classical world enhances their understanding of other academic and non-academic areas of life *(e.g., explain in what ways their learning about Roman satire is, or is not, helpful for understanding Jonathan Swift's approach in* A Modest Proposal; *give examples of ways in which knowledge of Greek and/or Latin vocabulary is helpful or could be helpful in other areas of study, such as medicine, science, language studies, philosophy, and law)*

Teacher prompts: "In what ways does Shakespeare demonstrate his knowledge about ancient mythology in *A Midsummer Night's Dream* or *The Tempest*? How does your own study of classical mythology enhance your understanding of the play?" "How does your knowledge of classical mythology help you understand the psychological theories of Sigmund Freud?" "How does an understanding of Roman government help explain the structure of American government?"

B. MYTHOLOGY AND LITERATURE

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Mythology: demonstrate knowledge and understanding of different types of myths and their socio-cultural contexts;

B2. Literature: demonstrate knowledge of classical literary genres and understanding of the literary aspects of classical texts;

B3. Terminology and Writing Systems: identify terminology in English derived from classical mythology and literature and use it correctly, and demonstrate knowledge of classical writing systems;

B4. Intercultural and Other Connections: describe how their learning about classical mythology and literature relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

SPECIFIC EXPECTATIONS

B1. Mythology

By the end of this course, students will:

B1.1 Types of Classical Myths: identify and describe different types of classical myths and their characteristics *(e.g.,* types: *aetiological [origin] myths; liturgical [religious origin] myths; direct [history-based] legends, as in stories based on the Trojan War and the founding of Rome; indirect [metaphorical] legends, as in stories based on possible historical activities in the remote past such as the Titanomachy]; psyche [psychological] myths, often disclosing the darker side of human nature, as in the story of Daphne and Apollo;* characteristics: *occurrence in a timeless past, inclusion of the supernatural)*

B1.2 Myths and Their Context: describe the context and meaning of some ancient Greek and Roman myths in classical times *(e.g., the [liturgical] myth of Persephone explains the development of the Eleusinian Mysteries; the [aetiological] myth of Narcissus explains the creation of the daffodil; the [direct] legend about the Roman abduction of the Sabine women explains the amalgamation of Roman and Sabine territories)*

B2. Literature

By the end of this course, students will:

B2.1 Genres: identify various genres found in classical literature and describe their characteristics *(e.g., describe how Homer's* Odyssey *exemplifies an epic poem; describe what makes Catullus a lyric poet; explain why Aristophanes' play* Lysistrata *is a comedy)*

B2.2 Literary Analysis: identify, in works of classical literature in English translation, some common themes *(e.g., rebirth, the hero's confrontation with mortality on a quest)* and stylistic devices *(e.g., the chorus in drama)*, and describe various ways in which they have been used by classical writers

B3. Terminology and Writing Systems

By the end of this course, students will:

B3.1 Mythological and Literary Terminology: identify mythological and literary words, phrases, and terms in English derived from ancient Greek and Latin and use them correctly *(e.g.,* myth *and* aetiology *from ancient Greek; theatrical terms such as* deus ex machina, dramatis personae, exit/exeunt *from Latin)*

Teacher prompts: "Identify some ancient Greek and/or Latin influences on the development of literary terms." "What are the original Greek meanings of the poetic terms *hyperbole, metaphor,* and *simile*? Why is it more effective to use these terms in their original language?"

B3.2 Writing Systems: describe the characteristics of various writing systems used in the classical world, including some key similarities and differences among them *(e.g., Linear A; Linear B; ancient Greek, Etruscan, and Latin alphabets; Egyptian hieroglyphics)*

Teacher prompts: "What are some connections between Linear A and Egyptian hieroglyphs?" "How is the work of Jean-François Champollion on deciphering hieroglyphics in the 1820s similar to the decipherment of Linear B by Michael Ventris, John Chadwick, and Alice Kober in the 1950s?"

B4. Intercultural and Other Connections

By the end of this course, students will:

B4.1 Investigating Connections: identify and describe parallels and/or relationships between classical myths or literary works and those of other cultures, including examples of classical influences on the cultural products of later societies *(e.g., describe parallels between Enkidu's journey to the underworld in the Mesopotamian* Epic of Gilgamesh *and that of Odysseus in Homer's* Odyssey*; describe similarities and differences between Hesiod's cosmogony and the Inuit story of Sedna and the creation of the universe; locate mythological allusions in the paintings, mosaics, sculptures, and pottery of later periods and cultures; describe Shakespeare's use of classical mythology in* A Midsummer Night's Dream *or Racine's use of classical mythology in* Andromache*; describe the influence of classical narratives on operatic libretti; describe the use made of classical myths and/or classical literary themes and devices in the theories of later scholars, such as Sigmund Freud's use of the Oedipus myth in psychology or Northrop Frye's use of the myth of the dying god in archetypal literary criticism; describe parallels to classical mythology that can be found in other oral traditions, such as First Nation, Métis, and Inuit traditions)*

Teacher prompts: "In what ways are the journeys to the underworld of Enkidu and Odysseus similar?" "What significant events in the Trojan War are communicated by the images on the Euphronios vase, and how are the images similar to photographs sent electronically from conflicts in the Middle East?"

B4.2 Reflecting on Connections: explain how various themes from classical mythology and literature relate to and/or enhance their understanding of contemporary socio-political issues *(e.g., describe similarities between the factors leading to the Trojan War as outlined in* The Iliad *and the contributing causes of modern conflicts; explain how the theme of the social impact of technology in the myth of Daedalus and Icarus contributes to their understanding of contemporary social and personal issues related to the use of technology; describe the connection between the Greek myth of Gaia and the Gaia hypothesis proposed by James Lovelock and co-developed by Lynn Margulis)*

Teacher prompts: "Do the arguments of Aristophanes' *Lysistrata* still apply to modern global conflict? In what ways?" "What lessons in the myth of Daedalus and Icarus are relevant to our contemporary reliance on technology?"

C. HISTORY AND GEOGRAPHY

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. History: demonstrate knowledge and understanding of the political and social history of societies in the classical world;

C2. Geography: demonstrate knowledge and understanding of the geography of the classical world and its influence on the development of classical culture;

C3. Terminology: identify historical and geographical terminology in English derived from ancient Greek and Latin, including political and legal terminology, and use it correctly;

C4. Intercultural and Other Connections: describe how their learning about the history and geography of the classical world relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

SPECIFIC EXPECTATIONS

C1. History

By the end of this course, students will:

C1.1 Chronology: identify key events and periods in classical history and locate them within a chronological framework *(e.g., create parallel timelines for the history of Greece and Rome)*

Teacher prompt: "What common topics and events, such as political structures or important battles, emerge as you read about the founding of Rome? Are some topics more important than others to include on a timeline? Which ones? Why?"

C1.2 Political and Socio-economic Structures: analyse and describe the political and socio-economic structures associated with different periods and societies in the classical world, including the degree to which they exemplified concepts of social justice, equity, and diversity *(e.g., define the concept of the "barbarian" in ancient Greece and Rome; summarize the role, rights, and responsibilities of a citizen of a Greek* polis*; compare class divisions or gender roles in different periods and societies in the classical world, using a chart)*

Teacher prompts: "In what ways were Roman women more emancipated than the women of ancient Greece?" "What does the Roman tradition of manumission, in which slave owners rewarded favoured slaves with their freedom and citizenship, suggest about the role of slaves in Roman society?" "Why did Athens institute democracy? How did it differ from modern democracy?"

C2. Geography

By the end of this course, students will:

C2.1 Topography and Settlement: identify key topographical features in the ancient Mediterranean world *(e.g., accurately trace Odysseus's route home through the Mediterranean, and describe how his journey was affected by the landscape of the islands and other territories he visited; map the route travelled by Aeneas from Troy to Italy as described in Vergil's* Aeneid*, identifying significant topographical features he encountered in such places as Carthage, Sicily, and the Bay of Naples)*, and explain the relationship of topography to human settlement patterns in the region *(e.g., analyse how proximity to the sea affected the development of cities in ancient Greece; explain why the inhabitants of Campania chose to live on the slopes of Vesuvius; explain how the location of Rome was chosen)*

Teacher prompts: "How do the barriers to travel revealed on this topographical map of ancient Greece help explain xenophobia?" "How did the geographical position of the island of Sicily (between Carthage and Rome) affect the people of Sicily in the third century BCE, especially during the height of the Carthaginian conflicts?"

C2.2 Human Responses to Geography: describe ways in which humans interacted with physical geography to shape the environment to their needs and aspirations in classical times *(e.g., explain the importance of aqueducts for the* *development of the city of Rome; analyse and describe the influence of frontier zones such as Hadrian's Wall on settlement patterns in ancient Britannia; describe the role of Roman roads in the expansion and governance of the Roman Empire; summarize the effect of Roman mining practices on the environment; describe the long-term impact of the canals built by Roman emperors or the creation of a harbour at Ostia Antica)*

Teacher prompts: "What geographical challenges did the early inhabitants of Rome face? To what extent and in what ways did they adapt the original terrain to suit human needs?" "In what ways did the Romans ensure a constant and safe supply of water to urban residents across their empire?"

C3. Terminology

By the end of this course, students will:

C3.1 Historical and Geographical Terminology: identify historical, political, legal, and geographical words, phrases, and terms in English derived from ancient Greek and Latin and use them correctly *(e.g., keep a glossary of terms such as* chronology *from* χρόνος + λόγος, politics *from* πόλις, legal *from* lex, history *from* ἱστορία*, and* geography *from* γεωγραφία [γῆ + γραφή]*)*

Teacher prompts: "What common historical terms are derived from ancient Greek and Latin?" "What common geographical terms are derived from ancient Greek and Latin?"

C4. Intercultural and Other Connections

By the end of this course, students will:

C4.1 Investigating Connections: describe ways in which ancient Greek and Roman actions, events, institutions, and processes influenced other ancient societies and later cultures *(e.g., the influence of the Persian Wars on the Athenian Acropolis; the spread of Hellenistic culture after Alexander the Great; the impact of the* latifundia *on the development of the Gracchan reforms and on the policies of later governments; the influence of the Roman Republic's system of government on the development of the American system; the influence of the development of trade routes and systems and the imposition of a standard currency on various cultures within the Roman Empire; the ways in which the demands and needs of the city of Rome influenced patterns of agriculture and trade within the empire)*

Teacher prompts: "In what ways did the reforms of the Gracchi brothers establish the concept of the modern welfare system?" "How is the monetary system of the Romans similar to the use of the euro today?" "In what ways did the leaders of the American Revolution use the structures of Roman Republican government as the basis for their form of government?"

C4.2 Reflecting on Connections: describe ways in which knowledge of Greek and Roman history and geography relates to and enhances their understanding of political, social, and economic events and issues in other cultures, including in modern times *(e.g., explain how an understanding of the economic factors driving the expansion of the Roman Empire provides insight into the history of other empires, including those of Spain, Great Britain, and Austria-Hungary; explain how knowledge about the development and nature of Athenian democracy, Roman republicanism, and the Roman legal system is relevant to the study of political and judicial systems in some contemporary Western democracies)*

Teacher prompts: "What lesson about imperial expansion could Britain have learned from Alexander the Great or the Romans with regard to long-term sustainability?" "How does your knowledge of Roman republicanism influence your understanding of contemporary republics such as the United States?"

D. PHILOSOPHY AND RELIGION

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Philosophy: demonstrate knowledge and understanding of the schools of classical philosophy and of classical contributions to the development of scientific inquiry;

D2. Religion: demonstrate knowledge and understanding of the diverse religions and religious rituals of the Graeco-Roman world;

D3. Terminology: identify philosophical, scientific, and religious terminology in English derived from ancient Greek and Latin and use it correctly;

D4. Intercultural and Other Connections: describe how their learning about classical philosophy, science, and religion relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and their own experience.

SPECIFIC EXPECTATIONS

D1. Philosophy

By the end of this course, students will:

D1.1 Philosophical Theories: identify key philosophical figures and theories in the classical world, and describe various ways in which they influenced their societies *(e.g., the influence and development of the Socratic method of inquiry as seen in the work of Plato and Aristotle; the influence of Stoicism on the way in which Marcus Aurelius governed as emperor)*

Teacher prompts: "Why did the Athenians condemn Socrates? What impact did the trial have on the development of philosophy in Athens?" "What impact has Socrates' philosophy had on the development of later philosophical thought?"

D1.2 Scientific Inquiry: demonstrate an understanding of the nature and importance of scientific inquiry in the classical world *(e.g., describe the contributions to scientific inquiry of some or all of the following: Aristotle [the organization of the natural world], Eratosthenes [geography], Pythagoras [geometry], Euclid [mathematics and geometry], Ptolemy of Alexandria [astronomy and geography], Hippocrates [medicine], Archimedes and Democritus [physics]; describe Galen's theories about human anatomy and the working of the human body, and compare them to the work of Hippocrates and its influence on the development of modern medicine; compare Lucretius's views about the nature and functioning of the physical world in "De rerum natura"/"On the Nature of Things" with other physical theories of his period)*

Teacher prompts: "What contributions to scientific knowledge did Archimedes make in addition to Archimedes' Principle?" "What lasting contributions to our understanding of the solar system did Ptolemy make even though his scientific theory of the universe was superseded?" "How were female philosophers in the ancient world, such as Arete of Cyrene, influential in the development of classical scientific theory?"

D2. Religion

By the end of this course, students will:

D2.1 Characteristics of Classical Religions: identify classical religions, religious practices, and religious institutions, and demonstrate an understanding of their significance for their adherents *(e.g., assess the importance of the oracle of Delphi for Pan-Hellenic identity; explain the role of sacrifice at temples and altars in building community ties; explain the influence of Etruscan religious beliefs and practices on formal Roman religious procedures; describe the different types of priesthoods within Roman religion, such as the* Virgines Vestales, *the* Fratres Arvales, *the* Flamines, *and the* Salii; *trace the expansion of the Roman calendar as new gods and festivals were added to the early calendar based on the agricultural year)*

Teacher prompts: "In what ways has the Roman calendar influenced the development of the modern Western calendar?" "How did the Pontifical College affect the development of the early Roman Catholic Church?"

D2.2 Relationships among Religions of the Ancient World: analyse ways in which classical religions and other religions of the ancient world influenced one another *(e.g., compare the Eleusinian Mysteries and the worship of Dionysus, and describe their connection to the Romans' understanding of Christianity as a mystery religion; trace the historical activities that led the Romans to adopt the Magna Mater as a deity; explain the apotheosis of Julius Caesar in terms of the development of imperial and hero cults in various societies of the ancient world; create a T-chart or Venn diagram of Roman deities adopted from other religions to demonstrate syncretism; design a timeline to illustrate how Christianity emerged in the Roman province of Judaea; describe the socio-political factors in the third and fourth centuries CE that led to the adoption of Christianity as the official religion of the Roman Empire)*

Teacher prompts: "In what ways did the Romans use religion to unite the various peoples of their empire?" "In what ways was the Roman army responsible for the spread of religious beliefs through the empire?"

D3. Terminology

By the end of this course, students will:

D3.1 Philosophical, Scientific, and Religious Terminology: identify philosophical, scientific, and religious words, phrases, and terms in English derived from ancient Greek and Latin and use them correctly *(e.g., keep a glossary of terms such as* philosophy *from* φιλοσοφία *[from* φίλος + σοφία*],* metaphysics *from* μετά + φυσικός, ethics *from* ἠθικός, science *from* scientia, medicine *from* medicina, theology *from* θεός + λόγος, Pontifex Maximus *for the Catholic pope,* religion *from* religio, cult *from* cultus, superstition *from* superstitio, pagan *from* paganus)

Teacher prompts: "What resources might help you trace the influence of ancient Greek or Latin on contemporary philosophical, scientific, or religious terminology?" "What ancient Greek and/or Latin terms might you use in a philosophical debate or a discussion about religion?" "In what ways has ancient Greek philosophy itself influenced the adoption of philosophical terms used today? How are these terms more illustrative than English terms?" "How have Latin and ancient Greek influenced scientific terminology?"

D4. Intercultural and Other Connections

By the end of this course, students will:

D4.1 Investigating Connections: identify and describe ways in which classical philosophies and religions influenced other ancient societies and later cultures *(e.g., describe the impact of classical philosophies on the work of later thinkers such as Nicholas of Cusa, René Descartes, and David Hume; explain how ancient practices such as the worship of Asklepios and Hygeia at Epidauros relate to the development of modern medicine; describe the impact of Aristotle's examination of the causes of change on the development of modern scientific inquiry; explain how later leaders such as Charlemagne and Napoleon adopted the Roman concept of the omnipotent ruler to justify their power; describe the use of the religious symbolism of the classical world in later Christian and political iconography; describe ways in which the architecture of classical buildings influenced the design of religious buildings of later cultures; trace the development of the institutions of the modern Roman Catholic Church from the Roman Collegium Pontificum)*

Teacher prompts: "In what ways did the worship of Asklepios at Epidauros influence the development of contemporary Western medical practices?" "Why did Napoleon depict himself as the Emperor Augustus in art and on coinage?" "What ancient festivals correlate to Christmas and Valentine's Day in the Christian calendar?" "In what ways does the work of Vitruvius still influence architects in various cultures?"

D4.2 Reflecting on Connections: describe ways in which their knowledge of classical philosophy, scientific inquiry, and religion relates to and enhances their understanding of developments in these and other fields, from classical times to the present *(e.g., identify aspects of their learning about classical philosophies and religions that contribute to their understanding of social sciences and humanities disciplines such as philosophy, anthropology, and world religions; identify ways in which their knowledge of classical inquiry methods, classification systems, and philosophical and scientific terminology, such as botanical names, supports or contributes to their learning in various areas of science and mathematics)*

Teacher prompts: "Why do you think Sigmund Freud referred to ancient Greek mythology in his classifications of mental illnesses?" "How does your knowledge of ancient Greek and Latin deepen your understanding of the names of animal and plant species?"

E. MATERIAL CULTURE

OVERALL EXPECTATIONS

By the end of this course, students will:

E1. Archaeology: demonstrate knowledge and understanding of archaeological history, practices, and issues, and the physical remains or artefacts related to classical sites;

E2. Classical Culture: make inferences about the social structures, customs, and technological achievements of classical societies based on information derived from their material culture;

E3. Terminology: identify archaeological, aesthetic, and architectural terms in English derived from ancient Greek and Latin and use them correctly;

E4. Intercultural and Other Connections: describe how their learning about classical material culture relates to and enhances their understanding of other cultures and fields of study, the contemporary world, and personal experience.

SPECIFIC EXPECTATIONS

E1. Archaeology

By the end of this course, students will:

E1.1 Archaeological History: describe important discoveries in the history of archaeological investigations of classical sites and their significance for our understanding of classical cultures *(e.g., Heinrich Schliemann and the excavations of Troy and Mycenae; Sir Arthur Evans and the excavations at Knossos; Giuseppe Fiorelli and the excavation of Pompeii; Andrea Carandini and the excavation of the Palatine Hill in Rome)*

Teacher prompts: "What lessons are to be learned from the work of Heinrich Schliemann?" "What are some ways in which contemporary archaeology continues to add nuances to our understanding of classical history?"

E1.2 Archaeological Practices: describe past and contemporary practices used in archaeological investigations of classical sites *(e.g., surface, geophysical, aerial, and satellite surveying of sites; excavation techniques; techniques used in analysis of finds, including radiocarbon dating and, for biological finds, magnetic resonance imaging, CT scans, DNA testing, and x-rays)*

Teacher prompts: "What is the Fiorelli process? How did the work of Giuseppe Fiorelli advance the science of archaeology?" "How is the use of radar to locate buried artefacts more effective than sinking trenches?" "Why are specialists such as physical anthropologists, botanists, zoologists, ancient language experts, and art historians needed to help analyse the information excavated from archaeological sites?" "Experimental archaeology involves recreating ancient pottery using the technology of the period or recreating meals from the period based on literary descriptions and chemical analysis of material evidence. In what ways is this process important in confirming the analysis of artefacts?"

E1.3 Archaeological Issues: identify and explain practical and ethical issues arising from archaeological investigations of classical sites *(e.g., the need for measures to protect exposed sites from acid rain and other erosive forces; the need to prevent or reduce human-caused damage at sites, including the effects of treasure hunting, urbanization [as at Heraklion, Knossos, Herculaneum, and Pompeii], and infrastructure projects [as at Abu Simbel]; questions of archaeological patrimony and ownership, such as the debate over the repatriation of the Elgin Marbles; curatorial concerns and responsibilities regarding forgery and provenance; ethical concerns about excavating burial sites and human remains)*

Teacher prompts: "Was it ethical for Heinrich Schliemann to remove the Trojan gold from Turkey and send it to Berlin? Why or why not?" "Should we limit tourism at physically compromised and delicate sites such as Pompeii? Is it possible to protect such sites without closing them off completely? How?" "What are the pros and cons of reburying archaeological sites if there is no funding to preserve them?" "Is it ethical to modify ancient sites if that modification benefits contemporary society? Why or why not?"

E1.4 Art and Architecture: demonstrate knowledge and understanding of the periods, styles, and media of classical art and architecture *(e.g., Minoan and Mycenaean palaces; archaic and classical statuary and pottery styles; column styles; Roman "copies" of Greek bronzes; wall paintings from Pompeii and Herculaneum; mosaics, jewellery, and other portable art; coins)*

Teacher prompts: "What elements of architectural style do the Minoans and Egyptians share?" "Why is the column a pivotal architectural feature?" "Why are Roman marble 'copies' of Greek bronze statues important for art history?" "What do Minoan frescoes and the frescoes of Pompeii have in common?" "In what ways can coinage be used as propaganda?"

E2. Classical Culture

By the end of this course, students will:

E2.1 Social Organization and Customs: use information about ancient Greek and Roman material culture to make inferences about the social organization and customs of classical cultures *(e.g., describe burial customs based on funerary remains; explain how analysis of skeletal remains and grave goods provides information about social class; explain how social organization is reflected in amphitheatre and theatre seating; use evidence from the layout and locations of domestic buildings in ancient Rome, such as the* villa, *the* domus, *and the* insula, *to make inferences about the domestic life of different socio-economic groups of the period)*

Teacher prompts: "Why were prominent individuals assigned the most important seats, those closest to the stage, in an ancient Greek theatre? Why were women and slaves not permitted to sit close to the theatrical action?" "Why did people in the ancient world bury their dead with jewellery, weapons, money, and pottery? How do these grave goods help us analyse the wealth and status of both the buried individual and the community?"

E2.2 Technology and Material Culture: use evidence from architectural structures and archaeological finds to make inferences about the technological capabilities of classical societies, including in fields such as engineering, transportation, war, and agriculture *(e.g., describe the architectural and engineering advances featured in Mycenaean tholos tombs, the Athenian Acropolis, and monumental architecture such as the Parthenon; describe the development of Roman road construction and the impact of the road system on expansion of the empire and trade; summarize the connection between the construction of the Cloaca Maxima and the development of the Forum Romanum; explain the relevance of inventions such as the groma, the crane, and waterproof cement to the construction of public buildings and infrastructure, including temples, aqueducts, roads, and bridges; explain the importance of the development and use of the arch in innovative structures such as the Pantheon and the Colosseum)*

Teacher prompts: "How is the construction of the Cloaca Maxima in Rome related to the architectural stability of the buildings constructed in the Forum Romanum? How is it connected to disease control?" "What lessons can be learned from the construction process of Roman roads?" "How did the construction of the dome of the Pantheon ensure its survival to modern times?" "In what ways did the Romans' use of cement and brick allow for more durable and long-lasting buildings than the ancient Greeks' use of marble in their monumental architecture?"

E3. Terminology

By the end of this course, students will:

E3.1 Material Culture Terminology: identify English words, phrases, and terms related to material culture that are derived from ancient Greek and Latin and use them correctly *(e.g., keep a glossary of terms such as* archaeology *from* ἀρχαῖος + λόγος, technique *from* τέχνη, acropolis *from* ἀκρόπολις *[from* ἄκρος + πόλις*],* urbanization *from* urbs, excavation *from* ex + cavatum [cavo, cavare], inscription *from* inscriptio*)*

Teacher prompts: "In what ways do archaeologists use ancient Greek and Latin to identify their findings?" "What is an example of an ancient Greek or Latin word that refers to an architectural structure?"

E4. Intercultural and Other Connections

By the end of this course, students will:

E4.1 Investigating Connections: identify and describe aspects of classical material culture that influenced or that are reflected in other ancient societies and later cultures *(e.g., explain the connection between the relieving triangle of*

Mycenaean tholos tombs and the development of the Roman arch; outline the development and use of mosaics throughout the Roman Empire; evaluate the impact of ancient Egyptian and Greek medical instruments on medical practices in Roman and later cultures; create an outline for a seminar about some ways in which ancient Egyptian art influenced Minoan art; summarize the influence of classical jewellery design and production techniques on the decorative arts of other cultures; trace the role of inscriptions in the spread of writing tools and technologies, such as styli or chisels, through various cultures)

Teacher prompts: "How is the relieving triangle of the Mycenaean tholos tomb connected to the development of the Roman arch?" "What are some examples of public buildings around the world that reflect the design of the Parthenon?" "Why was the development of waterproof cement important?"

E4.2 Reflecting on Connections: describe ways in which their knowledge of classical material culture relates to and enhances their understanding of other cultures and fields of human activity from classical times to the present *(e.g., explain how information about infrastructure for water supply, water use, and waste management provides insight into attitudes towards architectural stability, health, and hygiene in classical societies as compared to later societies; explain how knowledge of the use of classical architectural styles in public buildings in post-classical societies contributes to an understanding of the political, social, and aesthetic attitudes and engineering capabilities of those societies)*

Teacher prompts: "How was Roman mastery of water systems important for disease control? What lessons do you think the Roman water systems have for contemporary communities around the world undergoing rapid urbanization?" "Why do you think ancient Greek and Roman temple design is still used in civic and domestic architecture in many countries today? What might the presence of columns be intended to signal to a modern viewer?"

INTERNATIONAL LANGUAGES

OVERVIEW

In courses in international languages, students develop their listening, speaking, reading, and writing skills in order to communicate in the language of study (the target language) in a variety of contexts and for a variety of purposes, with a focus on real-life situations and uses. Through their exploration of a wide variety of authentic materials and meaningful activities, students develop not only language skills but also the skills necessary for lifelong language learning. They also acquire an understanding and appreciation of diverse communities around the world where the target language is spoken, and make connections to their own community.

Language structures and conventions that are appropriate for each level are listed in the Language Knowledge chart for international languages that is provided in Appendix B. Students should be given ample opportunities to demonstrate and extend their understanding of the language elements by applying them in a wide variety of contexts across the strands. Two additional charts are provided to assist teachers in planning learning activities – Topics for Developing Vocabulary, and Cultural Concepts for Developing Intercultural Understanding.

The expectations for courses in international languages are organized into four distinct but related strands:

Listening

Oral communication skills lay the foundation for the acquisition of any new language, and pave the way for learning to read and write in that language. Well-developed listening skills are essential for students' development of the proficiency in the target language that they will need to succeed in the program. To develop their listening and interaction skills, international language learners need extensive opportunities to listen to and interact with others. They also need to develop listening skills in order to understand what is said during classroom presentations, in radio and television broadcasts, and in many other contexts. At first, students listen to directions and instructions; as they progress, they are able to take point-form notes in class; and eventually, they are able to provide a summary of a presentation.

International language learners need many opportunities to listen to a range of subjects, including topics that interest them, concepts in school subjects, and contemporary issues. Students listen to words, phrases, and passages in the target language in order to identify standard pronunciation and to improve their reading comprehension. Students listen to explanations of language structures and conventions and cultural concepts. They also listen to a wide range of oral texts representing formal and informal social registers and various genres and forms appropriate to their interests (e.g., podcasts, videos, song lyrics, radio shows, electronic sources, poetry, short stories, advertisements, video games, radio shows). They also need exposure to oral texts of increasing difficulty in the target language, such as longer radio broadcasts or documentaries on more complex topics.

It is important that teachers contextualize listening interactions and activities for students. This can be done through brainstorming to identify what students already know about the topic of a new text they are about to hear or view. Some examples of richly integrated tasks are: discussing strategies for organizing ideas for a writing assignment; presenting and defending ideas or debating current issues; and offering constructive and descriptive feedback about work produced by their peers.

Speaking

Oral language is a fundamental means of communicating with others and the cornerstone of learning in all areas. Students build a broad range of speaking skills, both for conversational purposes and for academic purposes, such as presenting ideas and information to their classmates. At first, students engage in brief conversations on everyday topics; as they progress, they engage in speaking tasks such as sharing ideas about a variety of texts in a literature circle; and eventually, they are able to present classroom seminars or participate in debates.

International language learners need rich and frequent opportunities to speak and interact in the classroom in a purposeful way – for example, through collaborative learning in pairs and small groups that allows them to engage in speaking and listening for real-life purposes. Through multiple opportunities to speak in various groupings, students begin to communicate effectively and to gain confidence as they explore ideas and concepts, identify and solve problems, organize information, and express and clarify their thoughts, feelings, and opinions. An opportunity for self-reflection about their speaking skills and strategies enables students to strengthen their ability to express themselves and interact with other speakers of the target language.

It is important that teachers not only offer instruction and feedback, but also provide excellent models of the competence that a first-language speaker would demonstrate in speaking for both academic and social purposes. Teachers at all course levels should also provide modelling of various special sound features of the international language, and include instruction on norms and conventions associated with speaking the language in different cultures.

Reading

This strand provides extensive opportunities for students to build on their experience in listening to and speaking the target language to help them determine the meaning of written texts in the target language. Students read a wide variety of adapted and authentic literary, informational, and graphic texts from diverse cultures and for a variety of purposes. They activate their background knowledge, acquire vocabulary, think aloud about what they are reading, discuss texts with peers, and participate in group reading and learning activities. An effective reader not only grasps the ideas communicated in a text but is able to apply them in new contexts. To do this, the student must be able to think clearly, creatively, and critically about the ideas and information encountered in texts. The student can then understand, analyse, and absorb them and recognize their relevance in other contexts. The international languages curriculum develops the knowledge, strategies, and skills that will enable students to become effective readers in the target language.

As learners develop their reading skills in the target language, it is important that they have many opportunities to read a wide variety of texts from diverse cultures and for a variety of purposes. By reading widely, students will develop a richer vocabulary, become more attuned to the language structures and conventions of the target language in various genres, and increase their understanding of diverse world views.

Reading is a complex process that provides a bridge between speaking and writing. Students learning to read in the target language are also acquiring knowledge of new vocabulary and language structures, as well as a new phonological awareness of the sound system of the target language Reading also involves the application of many comprehension strategies before, during, and after reading. Teachers need to model the use of such strategies, engage students in shared and guided exploration of texts, and foster the independent application of reading strategies. Students need to identify which strategies are personally most helpful and how they can use these and other strategies to improve as readers. For example, students might prepare before reading by identifying the purpose of the reading activity and by activating their prior knowledge about the topic of the text and the vocabulary contained in that text.

During reading, students may use clues from context or from their understanding of language elements and structures to help them determine the meaning of unfamiliar words. They will also use a variety of comprehension strategies such as predicting, questioning, identifying main ideas, and monitoring comprehension to help them understand a text. After reading, students may analyse, synthesize, make connections, evaluate, and use other critical and creative thinking skills to achieve a deeper understanding of the material they have read. For example, students might evaluate an author's perspective or bias in a piece of writing and discuss how that might affect the reader's interpretation.

To become fluent readers of the target language, students need to read frequently and develop the range of skills required to read for a variety of different purposes – to follow directions, to get advice, to obtain information, to build vocabulary, to obtain access to subject knowledge, and for personal interest and enjoyment.

It is important that students read a range of authentic materials illustrating the many uses of writing, since these texts will serve as models for texts that they will create. The reading program should therefore include a wide variety of literary, informational, fictional, and graphic texts – for example, short story, myth, legend, folk tale, poem, song, novel, play, report, newspaper or magazine article, television or radio script, manual, advertisements, autobiography, chart, diagram, graphic novel, comic book, recipes, and instructions.

Writing

From their experience with oral communication and reading, students acquire the skills they need to become good writers who are able to communicate ideas and opinions with ease and clarity. Current research confirms the similarity in the writing processes of both first- and second- language writers. The elements that go into writing in any language are essentially similar: selecting a topic; organizing and developing ideas to be included; choosing the form of writing and level of language appropriate to the audience and the purpose for writing; applying the conventions of written language such as grammar, spelling, punctuation, and word choice; and applying editing, revising, and proofreading strategies to produce a polished piece of writing.

However, for students who are learning a second language, the planning stage of the writing process is critical. Students must become skilled at choosing the correct vocabulary in the target language, while selecting and organizing their ideas. They must also keep in mind the purpose for which they are writing and the audience they are addressing. To communicate clearly and effectively, they need to learn to use standard written forms and the language conventions of the target language.

Students who are beginning to write in the target language need to read a wide variety of texts that expose them to uses of vocabulary, grammatical elements, and idioms that they will need when writing their own texts. As students read a variety of written texts, they not only increase their vocabulary but also learn to vary their sentence structure, their organizational approach, and the voice they use in their writing. Students should produce a variety of forms or types of writing, such as descriptions, letters, journal entries, advertisements, brochures, summaries, reviews, dialogues, poems, short stories, questionnaires, newspaper articles, essays, and reports. Students should be given opportunities to produce interactive writing, different types of creative writing, as well as writing that addresses topics of interest to them and reflects their capacity for independent critical thought. Writing activities that are seen by students as meaningful and that challenge them to think critically and creatively will help them achieve a fuller and more lasting command of the essential skills of writing. Students' writing activities, in turn, support and reinforce both their oral language skills and their reading skills.

In addition, all students, whether they are writing in their first language or any other language, need to be taught ways to avoid plagiarism when writing for reporting and research purposes.

For more information about effective instruction in the four strands, consult the ministry resource document entitled *Adolescent Literacy Guide: A Professional Learning Resource for Literacy, Grades 7–12, 2013*.

International Languages, Level 1

Academic

LBABD – LDYBD

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand simple oral texts in the target language *(e.g., brainstorm about the topic before a listening task to make connections to prior knowledge and personal experiences; make and verify predictions about the content of a song or of a poem or story read aloud to confirm understanding; use visual and contextual cues to aid comprehension while viewing a multimedia text or a target-language play; use a teacher-prepared checklist to identify key ideas while listening; identify cognates and familiar words and phrases to help them interpret a speaker's message; ask questions to clarify or confirm important details after listening to a text)*

Teacher prompts: "Before beginning this listening task, think about what you already know about the topic. List your ideas in a graphic organizer of your choice, such as a K-W-L chart." "Think about visual or contextual cues that helped you understand what you heard during the play. What gestures, for example, did the actors make that explained a new word or expression?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information about matters of personal interest and familiar topics, with contextual and visual support *(e.g., follow oral directions to find a specific classroom object; identify the main message of, and new vocabulary in, a dialogue, a song, or an audio webcast; summarize key information in a brief oral report about technology use in schools, using words, pictures, or actions; identify vocabulary related to time, days, months, and numbers in a recorded message about train schedules, and classify it using a graphic organizer; determine the meaning of new words in a dramatization of an authentic conversation in a restaurant; identify the cost of an item for sale at a market or store)*

Teacher prompts: "As you listen to this report, think of symbols or actions that can represent its key ideas. What images best communicate the message?" "Listen closely to the details in this recorded message. How can you organize them by time, date, and number?" "What new words did you hear in the conversation?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in structured interactions in the target language *(e.g., use and respond to visual cues such as nodding, head shaking, and facial expressions indicating agreement or lack of understanding; acknowledge and build on the ideas of others in paired and small-group exchanges on familiar topics; use vocal prompts to signal interest during a discussion; use respectful body language* *to help give another speaker confidence during group work; alternate listening and speaking; ask a speaker to slow down)*

Teacher prompts: "What kinds of visual cues might you use to indicate agreement or lack of understanding during an interaction?" "How can you show that you are listening with interest? Give some specific examples."

A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions in the target language about themselves, family, friends, and their immediate environment, with contextual and visual support *(e.g., in pairs and small groups, answer questions on familiar topics; offer additional ideas in response to a peer's plan for a waste-free lunch; use information a peer has provided in an interview to introduce him or her to a group; with a peer, role-play an interaction about shopping for electronics; agree or disagree with a partner verbally and non-verbally in a conversation about a new technology they have used; agree or disagree with a partner on which of two or more items to buy at a supermarket, based on a prescribed budget, and justify their choice)*

Teacher prompts: "What questions can you ask to be sure that you understand your peer as you share information with each other?" "As you prepare for the role play, think about the questions you might have to answer when either making a purchase or working in an electronics store. What key phrases will you listen for to respond correctly?"

A2.3 Metacognition:

(a) describe some strategies they found helpful before, during, and after listening;

(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., plan to keep a journal of helpful listening strategies for future reference; plan to act on feedback from a peer in order to self-monitor listening comprehension; describe steps they can take to become more engaged listeners; identify and describe listening strategies that helped them interact effectively during a class discussion; identify strategies that help them assess their comprehension after a listening task; identify distractions or other factors that might impede their listening comprehension, and describe some ways to minimize those factors)*

Teacher prompt: "How might you check to be sure you understand what you have heard? What questions can you ask yourself?"

A3. Intercultural Understanding

By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., on a map of Ontario, Canada, or the world, locate communities where the target language is spoken after listening to directions or to audio-visual sources of information; listen to audio or audio-visual media and identify information indicating the status of the target language in Canada, such as the number of people who speak it as their first language; listen to a peer's description of a holiday or cultural event in a target-language community and relate it to an event in their own community; identify and share the main theme of a target-language play; listen to a media clip describing family customs in a target-language community and make connections to their own family customs; estimate the salaries of various employees in a target-language community after listening to a description of their job responsibilities and comparing them to similar jobs in the Ontario workplace)*

Teacher prompt: "When you heard your peer describe a tradition in the target-language community, how did it remind you of one of your own traditions? What were some of the similarities?"

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken *(e.g., infer the social context from a speaker's use of formal or informal forms of address; identify expressions of courtesy such as greetings and farewells; identify common target-language expressions and compare them to similar expressions in English, French, or their first language; compare the body language of speakers engaged in the same kind of social interaction in a target-language community and their own community; after listening to a dialogue, identify various ways to express gratitude)*

Teacher prompt: "What new expressions have you heard target-language speakers use that you can add to your vocabulary list? What are some similar expressions in English, French, or your first language?"

B. SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences *(e.g., identify and/or clarify the purpose for speaking; when planning an oral presentation, use a template to outline key information and supporting details associated with their topic; use body language and physical proximity to connect with their audience; adjust speaking pace to hold a listener's attention; use visual aids to support an oral presentation; use modelled or familiar sentence patterns and vocabulary when presenting information orally; while delivering a presentation, use rhetorical patterns such as repetition and familiar words and phrases to help their audience identify key points)*

Teacher prompts: "Once you have gathered information for your presentation, think about the main message you want to express. How might you use the template to sort points according to their relevance to your topic?" "What can you convey to an audience with your body language and physical proximity?" "How does repeating certain phrases throughout your presentation help your audience? What kinds of phrases might you choose to repeat?"

B1.2 Producing Oral Communications: produce brief, rehearsed messages in the target language to communicate information about matters of personal interest and familiar topics, with contextual, auditory, and visual support *(e.g., introduce themselves, family members, and/or pets; describe how to perform an action or find an object; deliver a presentation on daily routines, a hobby, sport, celebrity, film, or type of music, using visual aids and a script; recount a sequence of events from a fictional or news story; deliver an oral report on an environmental issue such as the impact of climate change; compose and deliver the narration for a slideshow; report the findings of a survey of peers' musical preferences; explain the cost and purpose of each item in a budget they have created for a minor event such as a birthday party)*

Teacher prompts: "As you give directions, think about how many steps are needed. How can you make sure that your instructions are clear?" "As you prepare a presentation about your daily routines, think about the last week. How did you begin each day? What was your favourite part of the day?"

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and standard pronunciation in brief, rehearsed communications in the target language about a variety of familiar topics *(e.g., accurately pronounce high-frequency and familiar vocabulary when discussing their interests; accurately pronounce* *vocabulary modelled by the teacher when giving prepared responses; express preferences and requests smoothly; recite a familiar poem, pausing as indicated by the punctuation; deliver a presentation with appropriate phrasing and emphasis)*

Teacher prompt: "As you prepare to recite the poem, think about how you will refer to the punctuation when deciding where to pause and for how long. How will the pauses affect your listener and influence your delivery?"

B1.4 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their meaning clearly in the target language

B2. Speaking to Interact

By the end of this course, students will:

B2.1 Using Conversation Strategies: identify and use a range of conversation strategies to suit a variety of structured, guided, formal, and informal situations while participating in simple spoken interactions in the target language *(e.g., use non-verbal cues such as facial expressions and gestures to clarify their meaning for the other participants in group work; acknowledge the contributions of others during a class discussion; make personal connections to the experiences of others when responding during a class discussion; use target-language expressions meaning "What do you think?" or "I'd like to add" to signal turn taking during a small-group discussion)*

Teacher prompts: "What are some different ways to acknowledge other people's contributions to a discussion?" "What might you do to indicate politely that you'd like to take your turn to speak during a group discussion?"

B2.2 Interacting: engage in brief, structured spoken interactions in the target language about matters of personal interest and familiar topics, with teacher modelling and support *(e.g., offer and respond to greetings; ask and respond to simple questions about age, family, favourite school subjects, the weather, holidays, music, dance, leisure activities, and places in the community; with a peer, role-play a telephone conversation about a school project; with a partner, role-play ordering a healthy meal in a restaurant; compare likes and dislikes with a peer; exchange information about technology-related careers in a small-group discussion; exchange information with a peer about what can go into a recycling bin in the classroom or at home; brainstorm with the whole class to create a shopping list and budget for summer holiday or back-to-school shopping)*

Teacher prompt: "What things do you and your partner both like to do in your free time? What chores do you dislike? What are some questions you can ask to learn more about him or her?"

B2.3 Metacognition:
(a) describe some strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., describe the strategies they find most helpful to consolidate new speaking skills; plan to reflect on feedback from peers and the teacher on revising the content of their spoken messages; identify the most effective speaking strategies used by a peer in a presentation, and plan to incorporate one of them into their own presentation)*

Teacher prompts: "When you learn a new speaking skill, how can you ensure that you maintain and build on it?" "What kind of feedback about your spoken messages do you find helpful? What kinds of revisions can you make in response?"

B3. Intercultural Understanding

By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., identify a significant individual who speaks the target language and describe some of his or her accomplishments; share with a peer some naming practices and traditional nicknames, including names/naming ceremonies in First Nations communities; describe a region or community where the target language is spoken, using a brochure they have made or found to illustrate their remarks; sing, retell, or paraphrase a target-language song, story, or legend; describe the cuisine or meal-time customs of a target-language community, and compare them with examples from their own community; describe the traditional clothing, dances, or music of a target-language community and compare them with traditional Inuit clothing, dances, or music;*

plan and estimate the costs of a sightseeing tour in a city where the target language is spoken, making comparisons to the costs of a similar tour in their own community)

Teacher prompts: "What are the most impressive accomplishments of this individual?" "Describe some meal-time customs of the target-language community. In what ways are they similar to your own?" "How much does a visit to a museum in your own community cost? How can you find the cost of a similar visit in the target-language community?"

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language *(e.g., use forms of address and expressions of greeting, leave taking, and courtesy that match the formality of the interaction; use contextually appropriate gestures and other forms of non-verbal communication, such as shrugging, bowing, shaking hands, and greeting someone with a kiss on the cheek or in the air; use conventional speech formulas to initiate, interrupt, and conclude conversations politely; incorporate familiar idiomatic expressions into a dialogue; identify and describe some alternatives to standard vocabulary, such as regional variations)*

Teacher prompts: "Why is it important to know your audience when choosing how to address or greet people or how to signal leave taking? Can you give an example of when you would, or wouldn't, use a certain way of saying goodbye?" "What expression might you use to begin a conversation? What might you say to end the conversation politely?"

C. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand simple texts in the target language, in modelled, shared, guided, and independent reading contexts *(e.g., preview vocabulary to identify familiar words and cognates; use an anticipation guide to predict the content of a text, and verify their predictions while reading; make connections between personal experience and specific ideas in a text to extend their understanding; refer to text features such as images, captions, headings, and tables to get a sense of the topic and structure of the text; create a list of questions to clarify their understanding of the topic; create a list of key words in a text, and refer to them when summarizing its message)*

Teacher prompts: "What text features can help you to get a sense of the topic before you read? What does the picture tell you about the text, for example?" "Think of other texts similar to the one you have just read. Do they help you understand this text? How?"

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in simple texts in the target language, with teacher support as appropriate *(e.g., retell a story read in class, using a storyboard; dramatize key elements of a report about a current event or a social or an environmental issue; summarize information in a brochure about adolescent health; identify and record key information and supporting details from brochures or posters; follow written directions to locate an object; read song lyrics and interpret the theme using dance; compare the prices of items in a menu, catalogue, or flyer expressed in Canadian dollars and in the currency of the target-language community)*

C1.3 Reading with Fluency: read texts in the target language that contain familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text *(e.g., read aloud with suitable expression, pausing as indicated by the punctuation and using appropriate emphasis; smoothly articulate high-frequency words and words related to personal interests while reading aloud; use intonation to distinguish the character when participating in a readers' theatre; identify and accurately pronounce the same word in different reading contexts, such as on a word wall or in shared-, guided-, and independent-reading activities)*

Teacher prompts: "How does paying attention to punctuation help you make your reading sound more like speaking?" "Think about the emotions that the text implies. How can you convey them as you read aloud?"

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words *(e.g., use knowledge of roots, prefixes, and suffixes to infer the meaning of unfamiliar words;*

identify cognates while reading, and keep a list for future reference; consult a target language–English dictionary while reading to confirm or revise their interpretation of unfamiliar words; create a list of personally relevant words from a variety of reading sources to refer to as a memory aid; compile a list of key themes and concepts after reading to consolidate their vocabulary acquisition; compile a list of the names and associated symbols of currencies used in target-language communities around the world)

Teacher prompts: "Describe some techniques for remembering new words or expressions you encounter when reading. Which one do you find most helpful?" "How does knowledge of word parts, such as prefixes, suffixes, and roots, help you understand unfamiliar words?"

C2. Purpose, Form, and Style

By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of some familiar text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning *(e.g., verse in a greeting card commemorates an event or conveys thanks; the interplay of images and words on a poster communicates information in a concise and memorable way; setting, plot, and characterization work together in a short story to depict the significance of imagined experiences; a magazine article answers the questions who, what, when, where, how, or why to outline arguments about its subject)*

Teacher prompts: "What is the intention of the text? What is its message?" "What are some differences between a greeting card and a poster in terms of the way each communicates its message?"

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning *(e.g., rhyme patterns and descriptive words in a poem evoke an emotional response; a list of ingredients, quantities, and procedural steps guide the cook through a recipe; photographs, captions, headings and subheadings, sidebars, and pull quotes direct the reader's attention to information in a magazine article; a subject line, a salutation, emoticons, and a signature provide key information in an e-mail; alphabetical order in an encyclopedia helps the reader find information; links in a website lead the user to related information)*

Teacher prompts: "Why is it conventional to provide a list of ingredients before the directions in a recipe?" "What text features draw the reader's attention to key information in this magazine article? What makes them effective?" "What type of information do emoticons communicate in an e-mail?"

C2.3 Metacognition:
(a) describe some strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., keep a reading log and use it to track their reading trends; identify which strategies are useful at particular stages of the reading process; rank their top five reading comprehension strategies in order of effectiveness; compare top strategies with those of a peer and collaborate to describe the best use for each; plan to skim texts to identify their features or find unfamiliar words to look up; plan to incorporate vocabulary they have newly acquired from reading sources into spoken and written contexts)*

Teacher prompts: "What strategy do you find effective to help you prepare to read a text? What makes it useful?" "What strategy do you use to check your comprehension after reading? Why?"

C3. Intercultural Understanding

By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., locate target-language communities in Canada using census data; research traditions and festivals in target-language communities and report to the class; select programs of interest from a television schedule in the target language; read about significant individuals from target-language communities, and describe some of their accomplishments; find a comic strip in the target language that illustrates an aspect of culture, and explain it to the class; read target-language song lyrics and compare them with lyrics written in their own first language; read about an environmentally significant area in a target-language community and explain its significance)*

Teacher prompts: "Where can you begin your research about a target-language tradition or festival that interests you?" "How does this comic strip explore an aspect of life in the target-language community? Do you think it is effective? What did you learn from it?" "What ideas in the song lyrics seemed similar to ideas you've read in lyrics in your first language? Did any of the expressions in the target-language lyrics surprise you? Why?"

C3.2 Awareness of Sociolinguistic Conventions: identify, in level-appropriate texts in the target language, examples of sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken *(e.g., distinguish between expressions commonly used in business and personal letters and/or e-mails; identify and describe the level of formality typically used in target-language social networking; identify some vocabulary used in a magazine interview by a person who speaks a regional variation of the target language; read target-language song lyrics and identify expressions used in a particular region)*

Teacher prompt: "What are some words and expressions commonly used in social networking? How can you tell whether they are formal or informal?"

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create *(e.g., to provide personal information on an application for a summer job or a registration form for an extracurricular activity; to send greetings to a friend, family member, or teacher in a postcard; to describe personal preferences and interests to a pen pal by letter; to record daily activities in a personal diary for their own interest; to prepare for a class discussion about a fictional character by creating a word web; to compose an e-mail inviting friends or relatives to a celebration; to create a simple budget for a day trip to tourist attractions in a target-language community)*

Teacher prompts: "What is the typical purpose of writing a postcard? How can you adapt the language to the person who will receive it?" "How does your purpose for writing affect your choice of form?"

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of the basic structural and stylistic elements of each form *(e.g., a postcard to a friend describing a vacation; a survey or questionnaire on an environmental issue; a paragraph describing a person they admire or the ideal friend; a product manual with steps, techniques, diagrams, and captions; a brief report detailing their weekly spending)*

Teacher prompts: "What kind of information should you include in a postcard?" "What adjectives best describe the personality of your ideal friend? What activities would that person enjoy?" "What elements of a manual help you describe how to use a product?"

D1.3 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their intended meaning in written work in the target language

D2. The Writing Process

By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing in the target language, using some pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., brainstorm in a small group to activate prior knowledge about a writing* *topic; gather ideas for writing from read-alouds and shared reading activities; construct a concept web to explore the scope of a topic; compile a list of vocabulary related to the assigned topic; use timelines and charts to record, sort, and classify information; participate in a conference with peers and the teacher to clarify their thinking about a topic; use an outline to help them structure ideas)*

Teacher prompts: "What personal experiences and prior knowledge can you refer to as you develop a list of possible writing topics?" "Try describing to a peer two different possible ways to write about your topic. Which one does he or she prefer? Why? What other approach or ways to modify one of your ideas can your peer recommend?"

D2.2 Drafting and Revising: plan and produce drafts in the target language following a model, and revise their writing using a variety of strategies, with teacher support *(e.g., consult a teacher-prepared template or model while structuring their draft; use a teacher-prepared checklist to confirm they have edited all the elements of their draft; reread a draft to determine whether to add, delete, or reorder information; use teacher feedback to help them improve the organization of their draft; invite feedback on their written work in an authors' circle, and consider it when making revisions to clarify the message; while writing a draft, consult resources such as a word wall, dictionaries, and online references to confirm spelling and enrich their vocabulary; add information to ensure that their ideas are adequately developed)*

Teacher prompt: "What kinds of revisions do you find you need to make after rereading your draft? Do you see any patterns?"

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work in the target language, and use some elements of effective presentation to produce a polished product for publication *(e.g., add high-frequency adjectives of colour, quantity, location, and sentiment to engage the reader; check that their use of punctuation is correct; add headings to draw the reader's attention to main ideas; label the significant components of a diagram; use graphic elements such as labelled diagrams, textboxes, and illustrations to support key ideas)*

Teacher prompts: "What visual elements could you add to support your message and appeal to the reader?" "What organizational elements can you use to highlight key ideas and information?"

D2.4 Metacognition:
(a) describe some strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., reflect on and select the pre-writing strategies that are best suited to a particular task; keep a list of new and interesting words and ideas to use in future writing tasks; plan to use a graphic organizer before writing to rank their ideas in order of importance or to identify their logical sequence; plan to use peer and teacher feedback to help them identify gaps in the information presented in their rough draft; describe the benefits of sharing their ideas about writing topics with a peer or in a small group)*

Teacher prompts: "Which strategy do you find most helpful for organizing information before you begin writing?" "When you are having difficulty putting your ideas into a logical sequence, what strategy might you use to determine the best order?"

D3. Intercultural Understanding

By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., compare the education systems in various target-language communities using a T-chart; write a letter to an imaginary or a real friend in a country or region where the target language is spoken, asking questions about tourist attractions or eco-tourism; write a paragraph explaining the origins and meaning of target-language names; create a poster advertising a destination where the target language is spoken; write a blog entry summarizing interesting and important facts about a target-language community; write an e-mail to a tourism bureau inquiring about student rates for tourist attractions)*

Teacher prompt: "What would you like others to know about this community? What interesting facts about it can you include in your poster?"

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language *(e.g., introduce themselves using conventional expressions in an e-mail to a potential exchange partner; use the appropriate level of formality in a letter to an expert requesting information on a topic being studied; use target-language date, number, and currency formats correctly in a receipt or an invoice; use appropriate salutations and closings in informal letters, postcards, e-mails, and text messages; write a thank-you note using expressions of gratitude and appreciation)*

Teacher prompts: "Why is it important to adjust the formality of your written language according to the reader?" "What examples can you give of familiar or informal expressions that you use when writing to a friend?"

International Languages, Level 1

Open

LBABO – LDYBO

This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand basic oral texts in the target language *(e.g., brainstorm about the topic before a listening task to make connections to prior knowledge and personal experiences; preview a vocabulary list to predict the topic of an announcement; use visual and non-verbal auditory cues, such as the speaker's body language and tone of voice, to aid comprehension; sketch while listening to help them recall the information later; listen to a text multiple times to monitor and clarify comprehension; ask for clarification after listening to a text)*

Teacher prompts: "Judging by this vocabulary list, what do you think the announcement will be about?" "Watch and listen to the speaker carefully. What visual and non-verbal auditory cues help you understand the message?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information about matters of personal interest and familiar topics, with contextual and visual support *(e.g., produce a drawing based on an oral description of familiar objects; identify the message of a recorded announcement or audio webcast; identify vocabulary related to cuisine while viewing a target-language cooking show; identify vocabulary related to time, days, months, and numbers in a peer's presentation about a vacation, and classify it using a graphic organizer; identify familiar words and expressions in a popular target-language song; create a collage to illustrate the message of a radio commercial; summarize key information in a peer's oral presentation about a hobby, using words, pictures, or actions; classify food items by type and/or price after listening to a description)*

Teacher prompts: "What elements of the objects were included in the description? Make sure you include them in your drawing." "What images or symbols might you use in your collage to explain the message you heard?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in structured interactions in the target language *(e.g., use and respond to visual cues such as nodding and head shaking; lean forward during an interaction to signal interest; observe a peer's body language to help them interpret his or her intended message; ask their partner in an interaction to repeat his or her statement; use* *respectful body language to acknowledge the responses of another student in a think-pair-share activity; listen for a short silence at the end of another speaker's turn to avoid interrupting him or her)*

Teacher prompts: "What are some examples of body language that can help you understand a peer's intended message?" "What can you do if you are not certain you have understood an interaction?"

A2.2 Interacting: respond with understanding to what others say while participating in brief, structured interactions in the target language about themselves, family, friends, and their immediate environment, with contextual and visual support *(e.g., in pairs and small groups, answer questions on topics of personal interest using actions and familiar words and expressions; express personal preferences when interviewed by a classmate; offer comparable information in response to a peer's description of a family member or pet; agree or disagree with a partner verbally and non-verbally in a conversation about movies; after listening to a song, share reactions to the lyrics with a peer; negotiate with a partner about which items to include on a grocery list with a limited budget)*

Teacher prompt: "In what ways do you and your classmate share similar opinions about movies? How do they differ?"

A2.3 Metacognition:
(a) describe some strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., plan to keep a list of helpful listening strategies for future reference; describe steps they can take to listen more actively during interactions; identify strategies that help them recall information after a conversation; identify and describe listening strategies that helped them contribute more effectively to a small-group discussion)*

Teacher prompts: "What strategies do you currently use to listen actively? What might you change?" "What strategies do you use to recall important information after listening?"

A3. Intercultural Understanding

By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., listen to a description of a traditional dish and identify key ingredients; on a map of Ontario, Canada, or the world, locate communities where the target language is spoken after listening to directions; identify where the target language can be heard in their own environment, such as on multicultural television programs or world music radio stations; listen to a description of a holiday or a cultural event in a target-language community and match it to a picture or to familiar vocabulary; in a popcorn activity, answer basic questions about information presented in a target-language play; while listening to a short text about a specific target-language community or region, draw or make jot notes about its distinctive features)*

Teacher prompts: "Where on the map can you find communities in which the target language is spoken? How near or far are they from your own community?" "What words or pictures do you think best exemplify the holiday you have just heard about?"

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken *(e.g., identify some of the speech conventions used in a telephone call; identify non-verbal cues used by target-language speakers in different social contexts, such as at a party or in a classroom; identify familiar expressions of greeting and farewell in a variety of oral texts; identify some conventions of polite speech in an exchange between a salesperson and a customer; after listening to a dialogue, identify some ways to express gratitude)*

Teacher prompts: "How can differences in speakers' non-verbal cues affect their message? Why is it important to be aware of how non-verbal cues are used in different contexts?" "What is an example of a target-language expression that conveys gratitude?"

B. SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences *(e.g., use gestures and mime to clarify their meaning; refer to classroom visual aids such as a word wall or an anchor chart to retrieve vocabulary while speaking; adjust volume and tone of voice to suit the context; use a template to guide a retell; use modelled sentence starters and prompts when sharing information)*

Teacher prompts: "What examples can you give of how gestures or mime might clarify what you want to say?" "How does changing your volume and tone of voice affect your message?"

B1.2 Producing Oral Communications: produce brief, rehearsed messages in the target language to communicate information about matters of personal interest and familiar topics, with contextual, auditory, and visual support *(e.g., introduce themselves or a classmate, using a teacher-generated template; describe how to find an object; deliver a presentation on a hobby or sport, using modelled sentence starters and prompts; ask questions using a variety of interrogative words; compose and deliver a school announcement about an environmental activity such as reducing waste; present a personal perspective on healthy food choices; describe some items they need to purchase at the beginning and/or end of the school year, noting their prices)*

Teacher prompts: "As you give directions, think about the location of the object. What is the best route to get to it? What obstacles may be present?" "What kinds of information make an announcement useful? What can you add to your announcement to make sure your listeners will learn everything they need to know?"

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and standard pronunciation in brief, rehearsed communications in the target language about a variety of familiar topics *(e.g., accurately recite tongue twisters, chants, and rhymes modelled by the teacher, either individually or in choral speaking; deliver an oral report with appropriate phrasing and emphasis; accurately pronounce familiar vocabulary when describing their interests; use standard greetings and expressions of courtesy with ease)*

Teacher prompts: "When you practise chants and rhymes, what aspects of speaking should you focus on? What is the result?" "In what ways can you use your voice to ensure that your message is clear when delivering a report?"

B1.4 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their meaning clearly in the target language

B2. Speaking to Interact

By the end of this course, students will:

B2.1 Using Conversation Strategies: identify and use a range of conversation strategies to suit a variety of structured, guided, formal, and informal situations while participating in simple spoken interactions in the target language *(e.g., use body language to signal that they would like to add an opinion or ask a question during a group discussion; use non-verbal cues such as body language and eye contact to highlight important points in a conversation with a peer; look at the listener while speaking; incorporate expressions of courtesy when acknowledging the contributions of others during group work; make personal connections to the experiences of a partner when responding during a think-pair-share)*

Teacher prompt: "What facial expression might you use to emphasize that you are making a significant point? How would your expression differ if the point was positive or negative?"

B2.2 Interacting: engage in brief, structured spoken interactions in the target language about matters of personal interest and familiar topics, with teacher modelling and support *(e.g., offer and respond to greetings; ask and respond to simple questions about age, family, favourite school subjects, the weather, and holidays; contribute brief instructions in interactive games and structured oral activities; ask a peer about likes and dislikes; with a peer, role-play an exchange between a customer and a salesperson in a clothing shop; role-play bargaining for goods in a market or community fair)*

Teacher prompts: "What questions can you ask to maintain a conversation with a peer about likes and dislikes?" "You are the customer in a role play about shopping. What questions can you ask about an article of clothing that interests you?"

B2.3 Metacognition:
(a) describe some strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., plan to reflect on feedback from peers and the teacher on revising the content of their spoken messages; describe in a student-teacher conference how they self-monitor their speaking skills; discuss the effectiveness of incorporating non-verbal cues into speech; plan to set small, attainable goals to improve their oral communication and increase their confidence)*

Teacher prompts: "What kinds of revisions do you plan to make to your speech? What kind of feedback was most helpful?" "What kinds of non-verbal cues do you use when speaking? How do they affect your listener?" "What goal might you set to improve your oral communication? Is it focused enough to achieve without problems?"

B3. Intercultural Understanding

By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., describe the ingredients in and procedure for making a familiar regional dish; identify and report on when and where the target language is spoken in their immediate environment; dramatize a meal-time custom; describe a region or community where the target language is spoken, using a poster they have made or found to illustrate their remarks; sing or retell a target-language song or story; share with a peer information about a tradition or festival in a region where the target language is spoken, and make connections to a custom in their own community, such as a First Nations powwow; describe a popular eco-tourism destination in a region where the target language is spoken, using images to illustrate their remarks)*

Teacher prompts: "When and where have you noticed the target language being spoken in your own community?" "What similarities can you find between this festival and something you celebrate in your own community?"

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language *(e.g., use standard phrases to introduce themselves and others; use the appropriate level of formality to address people in a personal or community setting; use contextually appropriate gestures and other* *forms of non-verbal communication, such as shaking hands or greeting someone with a kiss on the cheek or in the air; use conventional speech formulas to initiate and conclude conversations politely; use appropriate expressions to indicate understanding or lack of understanding)*

Teacher prompts: "What are some common forms of non-verbal communication used by target-language speakers? When and where might you use them?" "How can you politely close a conversation?"

C. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand simple texts in the target language, in modelled, shared, guided, and independent reading contexts *(e.g., refer to illustrations, photographs, diagrams, and/or the cover of a text to help them predict its message; make connections between personal experience and the overall message of a text to extend their understanding; ask questions to get additional information about the topic; highlight key words to help them determine the main idea)*

Teacher prompts: "What familiar words do you recognize in the text? How do they help you understand the message?" "What does the cover tell you about the topic?"

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in simple texts in the target language, with teacher support as appropriate *(e.g., outline the plot of a story read in class by drawing and labelling pictures; using props, dramatize ordering a meal based on information in a menu; share details from a pen pal's letter with a peer; mime a procedure such as making a sandwich after reading instructions from a classmate; identify and record key information in an e-mailed reservation confirmation; plan a trip using information from a bus or train schedule)*

C1.3 Reading with Fluency: read texts in the target language that contain familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text *(e.g., make reading aloud sound like speaking, pausing as indicated by the punctuation; smoothly articulate high-frequency words and familiar words while reading aloud; use appropriate phrasing when reading a poem aloud)*

Teacher prompt: "As you read this text aloud, imagine that the words are being spoken rather than read. Where would a speaker naturally pause, change his or her tone of voice, or get louder or softer?"

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words *(e.g., consult a word wall to confirm or revise their interpretation of unfamiliar words, and keep a personal lexicon updated; construct a word web of vocabulary relating to a specific topic; create a bank of words encountered in non-fiction texts)*

Teacher prompt: "Describe some techniques for remembering new words or expressions you encounter when reading. Which one do you find most helpful?"

C2. Purpose, Form, and Style

By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of some familiar text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning *(e.g., predictable structure in a pattern book makes the text accessible for new language learners; the division of information into short sections in a how-to book allows the reader to follow instructions easily; a list of components enables the consumer to check that a product is complete before assembly and/or use; pictures and product information in a catalogue give consumers information to help them make choices; images and short paragraphs on a website encourage the user to browse instead of reading in depth)*

Teacher prompts: "How does the format of a pattern book help new learners of a language understand the message?" "What is the purpose of including pictures in a catalogue?"

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of familiar text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning *(e.g., rhyme and repetition emphasize particular ideas in a poem; numbered steps and diagrams in a manual guide the user through procedures; a price column and subsections by course allow the diner to skim a menu for information; graphics, fonts, colours, and illustrations in an advertisement highlight the features of the product; titles and subtitles organize information in an article or a report; maps and sample itineraries in a travel guide help the reader plan the details of a trip)*

Teacher prompts: "How is the text laid out in this manual? Why?" "What are some elements of a travel guide that help readers find the information they need to plan a trip?"

C2.3 Metacognition:
(a) describe some strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., plan to preview vocabulary to improve reading fluency; identify which strategies they use regularly and automatically and which they seldom use, and decide whether to revise their practice; plan to reread to find information they may have overlooked; reflect on their use of reading comprehension strategies and plan to use the ones they find most effective when setting new goals; with a peer, exchange helpful strategies, and plan to try one used by their classmate)*

Teacher prompts: "Can you identify a strategy that you use frequently and automatically? Do you think it is effective? What might you change about your practice?" "What strategy do you use to remember important points? How does it compare to the strategy that your classmate uses?"

C3. Intercultural Understanding

By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., locate target-language communities in an atlas or a geographical database; order from an authentic menu according to a budget; determine the ingredients in a recipe from a target-language community; identify and describe a theme or character in a legend from a target-language community; identify cultural events listed in an online newspaper; identify target-language texts in their own environment, such as on product packaging and store signs or in community newspapers; conduct research to identify significant landmarks in various countries or regions where the target language is spoken, and describe them to the class)*

Teacher prompt: "What kinds of target-language texts can you find in your own community? What do they tell you about the concerns and interests of the people who use the target language?"

C3.2 Awareness of Sociolinguistic Conventions: identify, in level-appropriate texts in the target language, examples of sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken *(e.g., classify salutations used in letters, e-mails, and postcards according to the context; distinguish between formal and informal expressions used in e-mails; skim a variety of texts to identify vocabulary related to extending invitations; identify words and expressions unique to a particular region in a text they have read in class; interpret abbreviations commonly used in social networking or text messages in the target language)*

Teacher prompts: "Look at the forms of address in a letter to a friend and a letter to a government official. How do they differ, and what is the effect of each on the reader?" "What expressions can you use to extend an invitation?"

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create *(e.g., to describe favourite activities to a pen pal by letter; to convey best wishes to a friend in a card or note; to compose an e-mail inviting friends to a party; to compile a to-do list itemizing tasks for a small-group project; to produce a brief weather report for a school news broadcast; to create a chart to track weekly spending)*

Teacher prompt: "What text form best suits your purpose? What are its organizational elements?"

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of the basic structural and stylistic elements of each form *(e.g., captions for photographs of a class activity; a brief e-mail to a peer asking for information about a homework task; a greeting card suited to an occasion; a chart tracking the date, time, and type of class activities over a month; a poster containing a list of items that can be recycled or listing ways to reduce waste and energy used in school or at home; a spreadsheet to document spending as the basis for an annual budget or financial plan)*

Teacher prompts: "Which elements of an e-mail differ from those of a greeting card?" "What elements of a chart help you organize your information?"

D1.3 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their intended meaning in written work in the target language

D2. The Writing Process

By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing in the target language, using some pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., with a peer, brainstorm ideas for writing topics using visual prompts; in a small group, use collaborative graphic organizers to generate possible topics; refer to modelled and shared reading activities to find ideas for writing, and record them by sketching or noting key words; use peer and teacher feedback to help them determine which points to include and which to leave out of a procedural text; use a graphic organizer to sort information and ideas into categories before creating an outline)*

Teacher prompts: "What ideas did you find interesting in your reading activities? How could you explore one of the topics in your own writing?" "What are some key words related to your topic?" "What kind of organizer helps you sort your ideas for a writing task?"

D2.2 Drafting and Revising: plan and produce drafts in the target language following a model, and revise their writing using a variety of strategies, with teacher support *(e.g., use teacher-prepared sentence starters to help them plan a rough draft; consult models to ensure they have used correct word order and sentence structure; read pamphlets, advertisements, and other authentic texts to find relevant vocabulary; refer to a teacher-prepared template to ensure that they cover key points in their draft; refer to teacher and peer feedback to help them rewrite or revise a draft; while writing a draft, consult resources such as a class word wall, a personal lexicon, and/or a dictionary to confirm spelling and enrich their vocabulary; reread their draft to identify gaps in the information presented)*

Teacher prompts: "What words or expressions did you find in this pamphlet that are relevant to your topic? How can you use them in your draft?" "As you review your draft, do you notice any gaps in the information? Is it missing or just in the wrong place? If you reorder the points, will it solve the problem?"

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work in the target language, and use some elements of effective presentation to produce a polished product for publication *(e.g., use font size and/or style to distinguish headings and text; highlight key information by putting it in textboxes; add high-frequency adjectives to make the message more precise; add photo captions)*

Teacher prompts: "What typographic features are useful to emphasize important ideas?" "What graphic elements could you use to support your key ideas?"

D2.4 Metacognition:
(a) describe some strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., keep a portfolio of strategies that were helpful during the writing process; plan to use peer and teacher feedback to help them determine next steps to improve their writing; plan to use a graphic organizer before writing to identify the most logical sequence for their ideas; identify the place where they prefer to write and describe its appeal)*

Teacher prompts: "What aspects of the peer feedback you received were particularly helpful? How will you incorporate them in your next writing task?" "Where do you find it easiest to concentrate while writing? What are the key characteristics of that space, such as good lighting or quiet music? If you have to write in another place, how could you try to duplicate those characteristics?"

D3. Intercultural Understanding

By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., on an outline map, label the countries and regions where the target language is spoken; on a postcard to a friend, include an interesting fact about a target-language community; compare the currencies or writing systems in Canada with those in another country where the target language is spoken, using a T-chart; compose an acrostic or a concrete poem explaining the origins and meaning of target-language names; write an e-mail to a target-language speaker describing what they have learned about his or her community; create a poster providing information about a holiday, festival, or tradition in a target-language community)*

Teacher prompts: "What do you know about the history of this community? What do you know about its traditions, typical recreation, or cuisine? Make sure that your e-mail includes various kinds of information." "What facts about this holiday can you include on your poster to promote interest in it?"

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language *(e.g., introduce themselves to a pen pal using conventional expressions; use the appropriate level of formality in an application for a volunteer position in a target-language community; use target-language date, number, and currency formats correctly in a weekly log of personal spending; employ a salutation, an* *expression of courtesy, and a conventional closing in a thank-you note; write a short note to a friend or the school principal, adjusting the level of formality accordingly)*

Teacher prompts: "Are the conventional ways to represent the date, numbers, and money in the target language similar to or different from those you usually use? Give an example." "What examples can you give of familiar or informal words and expressions that are appropriate to use when writing to a friend?" "How are you going to close your message?"

International Languages, Level 2

University Preparation LBACU – LDYCU

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand simple and complex oral texts in the target language *(e.g., use their knowledge of the structure of an oral text form to make predictions about its content before a listening task; use prior knowledge and contextual cues to deduce the meaning of unfamiliar words; listen for key words indicating sequence to help them determine when an action takes place; make jot notes during a class discussion to keep track of key ideas and supporting details)*

Teacher prompts: "What does your knowledge of the structure of the text form tell you about the possible content? What predictions can you make?" "Did this action occur before or after the other action? Which words helped you determine the sequence as you listened?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about academic and familiar topics, with contextual and visual support as appropriate *(e.g., list the main characters and their traits in an authentic folk tale read aloud; identify important points in a news report about healthy eating; extract ideas from an oral text about an environmental issue such as biodiversity or a social issue such as poverty, and categorize them by importance using a graphic organizer; summarize key ideas and outline supporting details in a speaker's presentation; identify key information in a telephone message from a tourism information centre or travel agency; explain the message of an audio webcast about healthy living)*

Teacher prompts: "What important details were you able to identify in the telephone message? Did they tell you everything you needed to know? If not, what was missing?" "What did you learn about health from the audio webcast? What was the main message?" "What are the main threats to biodiversity identified in this oral text? What is one solution?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social and academic interactions in the target language *(e.g., use vocal prompts to signal empathy and interest in a conversation; ask questions and offer constructive comments to encourage a speaker to expand on a presentation; paraphrase what a peer has said, and verify the accuracy of the paraphrase with him or her; use respectful body language and an appropriate level of eye contact to encourage another speaker during a discussion; acknowledge and build on the ideas of a peer in a conversation)*

Teacher prompts: "What questions might persuade a speaker to provide more information about the topic of a presentation?" "What kinds of comments might you make to encourage a person to continue speaking?"

A2.2 Interacting: respond with understanding to what others say while participating in structured and some open-ended interactions in the target language about academic and familiar topics, with contextual and visual support as appropriate *(e.g., ask for more information in response to the statements of other students in a small-group discussion about a movie or video game; with a peer, improvise a role play about shopping for clothing; answer questions about musical, athletic, or artistic preferences when interviewed by a classmate; agree or disagree with various points of view in a small-group or class debate about an environmental issue such as water pollution or a social issue such as bullying; respond with an opinion after listening to all points of view during a discussion about the benefits of extracurricular activities; share information and opinions with a peer about purchases they made on a holiday)*

Teacher prompts: "As you prepare for the role play, think about the kinds of information that a customer needs. As the salesperson, what questions might you expect to hear? How would you respond?" "What are some of the opinions your classmates have expressed about extracurricular activities? How is your own opinion similar or different?"

A2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., keep a personal journal to reflect on ways of listening more actively during interactions; use a self-assessment checklist to monitor progress by comparing past and current listening comprehension; describe what makes a particular listening strategy effective; compare with a partner the steps they take to interpret a recorded message, and set goals to improve this strategy; plan to paraphrase what they have heard to check their understanding)*

Teacher prompts: "Think about the points in a conversation when you are listening rather than speaking. What specific improvements could you make to the skills you use?" "Think of a listening strategy you often use. What makes you choose it? What makes it useful?" "Describe the steps you take to interpret a recorded message. How could you improve them?"

A3. Intercultural Understanding

By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., after listening to a travelogue about a country where the target language is spoken, identify and describe some significant landmarks or eco-tourism destinations; view a fictional or documentary media clip about family customs or education in a target-language community and make connections to similar information in a documentary about a First Nation, Métis, or Inuit community; listen to determine how elements of music, such as lyrics, rhythm, tempo, and beat, reflect the heritage of a particular target-language community; view audio-visual media and identify information indicating the status of the target language around the world)*

Teacher prompts: "In the clip you have just seen, what reminds you of your own community? How does learning about different family customs help you react positively to other cultures?" "How is a community represented by its music?"

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken *(e.g., compare the level of formality used by speakers of various ages in a country where the target language is spoken; after listening to an interview with an athlete, a politician, or a musician, identify words and phrases related to the occupation of the interviewee; listen to target-language commercials to identify expressions that attempt to persuade the listener to do or buy something; distinguish between some regional dialects and identify their variations in pronunciation and accent; view a news broadcast to identify target-language words that are borrowed from other languages; after listening to a target-language poem or rap, identify some idiomatic expressions; after viewing a television show or a documentary, identify and describe some sociolinguistic conventions related to making purchases and bargaining in a target-language community)*

Teacher prompts: "How did the level of formality differ with the age of the speakers? Did you expect to find more or fewer differences? Why?" "What features of a speaker's pronunciation might help you identify the region where he or she learned the target language?"

B. SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences *(e.g., when planning an oral presentation, create an outline of key ideas and supporting details associated with their topic; record, listen to, and make adjustments to a presentation before delivering it; while delivering a presentation, use non-verbal cues such as gestures, facial expressions, and eye contact to help convey the message; use pauses to build drama and suspense in a role play; compile and refer to a personal lexicon of expressions and phrases that are helpful in a variety of speaking contexts; vary sentence structure when speaking to enhance the connections between ideas)*

Teacher prompts: "In this recording of your own presentation, listen to both the content of your message and the way you expressed it. What do you think needs to be revised?" "What effect does it have on the imagination of your audience if you pause at a key moment during a role play? Where might pauses be most effective in your scenario?"

B1.2 Producing Oral Communications: produce rehearsed, some detailed, and spontaneous messages in the target language to communicate information and ideas about a variety of academic and personally relevant topics, with contextual, auditory, and visual support as appropriate *(e.g., deliver a presentation on the protection of personal information in the context of e-banking or another technology, using visual aids and notes; present a critique of a graphic novel, film, video game, or electronic device; create and present a commercial to persuade people to buy locally produced food; in a group discussion, explain the significance of a personal, cultural, or historical item or tradition; deliver an oral report on the impact of diet on health, such as a report comparing the healthful aspects of traditional and contemporary First Nations, Métis, and Inuit diets)*

Teacher prompts: "What details might you add to your critique to make your opinion more convincing?" "What are some benefits to the consumer of buying locally produced food? What are some disadvantages? How might you address any disadvantages and persuade your audience that the benefits are more important?"

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and standard pronunciation in rehearsed and spontaneous communications in the target language about academic and familiar topics *(e.g., accurately pronounce difficult words when participating in a readers' theatre; recite a memorized poem with appropriate expression; vary intonation and pacing when delivering a presentation about a researched topic; express personal preferences with ease in a conversation with a peer)*

Teacher prompt: "As you prepare to recite the poem, think about the most dramatic moments.

How will you change your delivery at those points? What are the most reflective moments? How will you express them?"

B1.4 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their meaning clearly in the target language

B2. Speaking to Interact

By the end of this course, students will:

B2.1 Using Conversation Strategies: identify and use a range of conversation strategies to suit a variety of formal and informal situations while participating in simple and some detailed spoken interactions in the target language *(e.g., rephrase their message when the other participants in group work have not understood; use non-verbal cues such as facial expressions and gestures to clarify their meaning during a class discussion; acknowledge the contributions of others before expressing their own opinions during group work; ask questions to encourage others to share their thoughts; offer alternative suggestions or opinions during a debate)*

Teacher prompts: "How might you clarify your message, either verbally or non-verbally, when your listeners have not understood something?" "What are some phrases you might use to acknowledge other speakers when you are working in a group?"

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about academic and familiar topics, with teacher modelling and support as appropriate *(e.g., offer and respond to invitations, compliments, and apologies; share ideas and opinions in a group discussion about a film; role-play an interview with a newcomer to Canada; exchange ideas with a peer about a topic under study; with a peer, role-play a conversation at a party; defend a point of view in a debate about the protection of animal habitats; provide meaningful feedback in response to a peer's presentation on a social issue such as bullying; role-play inquiring about the price, availability, and/or types of items for sale in a variety of locations, such as a department store, farmers' market, or street vendor)*

Teacher prompts: "Imagine you are at a party and see someone you haven't spoken to in a long time. How would you open the conversation? What kinds of questions might you ask?" "As you begin your debate, remember that you will have to defend your arguments. What phrases might you use to acknowledge a peer's disagreement and then support your own view?"

B2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., keep a personal journal to express preferences about the graphic organizers they use to prepare for speaking; identify the peer feedback they found most helpful in improving an oral presentation; describe their use of strategies to refine the delivery of their speech; discuss the effectiveness of setting goals to improve oral communication)*

Teacher prompts: "What aspects of the feedback you received about your presentation did you find helpful? What would you do differently next time?" "What strategy do you find most effective in helping you to refine your spoken delivery? In what way?"

B3. Intercultural Understanding

By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., deliver a presentation on the lifelong benefits of learning another language and exploring the complexities of various cultures; with a partner, role-play an interview with a significant historical, scientific, socio-political, or literary figure from a target-language community to explain his or her contributions to the community and/or to the world; present a critique of a target-language film or cultural performance; describe a cultural event in a country or region where the target language is spoken, explaining its importance to the local community; with a peer, compare their own community with one presented in a target-language film or video; describe the economic factors underlying differences between the cost of goods in Ontario and the cost of similar goods in target-language communities)*

Teacher prompts: "What questions would you like to ask this person? What was his or her unique achievement? What do you think others would like to find out about him or her?" "What connections did you make between your community and the one shown in the video? What differences did you note? What connections did your partner find and share?"

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language *(e.g., incorporate regional expressions into a role play or a presentation; identify and describe some alternatives to standard vocabulary, such as dialect variations; use acceptable body language, physical proximity, and gestures when addressing a culturally diverse audience; conduct research and report on expressions of greeting and leave taking favoured by adolescents in target-language communities; use the appropriate level of formality to address people in an academic, a personal, a community, or a workplace setting)*

Teacher prompts: "Can you share some examples of target-language expressions that adolescents use? How are they similar to or different from expressions that you use yourself?" "How do you address someone whom you do not know in a target-language community in order to ask for information or help?" "How does a shopper's choice of language change depending on whether a purchase has a fixed or a negotiable price?"

C. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand simple texts and some complex adapted and authentic texts in the target language, in various reading contexts *(e.g., preview vocabulary to become familiar with new words; use prior knowledge and experience to predict the topic before reading, and ask questions during and after reading to test the accuracy of their predictions; draw on personal experience to help them understand the opinions expressed in a text; refer to a variety of visual cues in a text to help them interpret its message; use their knowledge of similar text forms to make inferences; read beyond an unfamiliar word or phrase to infer its meaning from the overall sense of the text; create a list of questions to clarify their understanding of key ideas; make notes while reading to record important or interesting ideas)*

Teacher prompts: "How did previewing new vocabulary improve your understanding as you read the text?" "How does your knowledge of this text form affect the way you read it?"

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in a variety of texts in the target language, including simple texts and some complex adapted and authentic texts, with teacher support as appropriate *(e.g., restate the message of a graphic novel and/or recount events described in the text; describe the personality of a fictional character, judging from his or her words and actions and from what other characters reveal; summarize key ideas in an article on climate change; make an object or follow a route to an undisclosed location after reading instructions from a peer; read about the benefits of learning the target language and present the information to the class; create an itinerary and a budget for an overseas vacation, using information from target-language websites)*

Teacher prompt: "What evidence did you find to support various key ideas presented in the article?"

C1.3 Reading with Fluency: read texts in the target language that contain familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text *(e.g., adjust pace, tone, and emphasis while reading aloud, according to text features such as punctuation, italics, or bold type; smoothly articulate words related to personal and academic interests; communicate the emotions suggested by a text by reading with expression; use emphasis and phrasing for dramatic effect while reading to an audience)*

Teacher prompt: "What emotions does this text imply? How can you communicate them as you read? How does that help your audience?"

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words *(e.g., use knowledge of etymology and related words to infer the meaning of unfamiliar words; consult online dictionaries to broaden their vocabulary related to a specific subject or area of study; construct a mind map to help them remember terms and phrases related to the topic of a text they are reading; substitute a word that would make sense in the same context to help them decode an unfamiliar word; identify words borrowed from other languages to confirm their meaning; conduct research to identify the meaning of jargon and slang encountered in a blog)*

Teacher prompts: "What does the prefix of this word tell you about its meaning? What does the suffix tell you?" "What familiar word could you substitute for this new one to make sense of the sentence?"

C2. Purpose, Form, and Style

By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning *(e.g., human, divine, or animal characters, often possessing special knowledge or talents, imaginatively represent aspects of a traditional belief system in a folk tale; the interplay of images and words conveys the plot and characterization in a graphic novel; setting, plot, and characterization work together in a short story or novel to depict the significance of imagined experiences; photographs, status updates, and likes and dislikes on social networking sites help friends keep in touch; photographs and descriptions of sites and cultural traditions in a travel guide help tourists choose a vacation destination)*

Teacher prompts: "In what ways do the images in a graphic novel complement the written text?" "What is the purpose of selecting likes and dislikes on a social networking site?"

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning *(e.g., rhyme, personification, and metaphor emphasize particular ideas in a poem; a table of contents, lists, sidebars, and links to related topics allow the user to navigate an online encyclopedia; links in a website lead the user to related information; dialogue and descriptive words help the reader visualize characters in a work of fiction; diagrams and illustrations give the reader visual cues in a non-fiction book)*

Teacher prompts: "What idea is the poet trying to emphasize in selecting this metaphor? How do you know?" "Can you identify some of the navigation features in this online encyclopedia?" "Why are illustrations an important element in a non-fiction text?"

C2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., keep a reading log to record reflections on how often and how well they use various strategies; review their reading log to set goals for improving their use of particular strategies, such as rereading to find information they may have overlooked or synthesizing ideas while reading a longer text; plan to read a variety of works of fiction to expand their vocabulary and fluency)*

Teacher prompt: "What strategies do you use to synthesize ideas while reading a longer text? How could you improve your use of them?"

C3. Intercultural Understanding

By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., read about the benefits of learning another language, such as opportunities for careers, summer jobs, travel, and making friends, and identify the ones they find most personally relevant; create a multimedia presentation to highlight cultural aspects of different countries or regions, using information from travel brochures; research a well-known target-language speaker, and discuss their findings in an audio-visual presentation; find out about language exchanges and share the information with the class; identify vocabulary that reflects the cultural identity of the author of a text)*

Teacher prompts: "What details in the travel brochures influenced your opinion of this region?" "What do you think are the biggest benefits of going on a language exchange? Where would you like to go on exchange? Why?"

C3.2 Awareness of Sociolinguistic Conventions: identify, in level-appropriate texts in the target language, examples of sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken *(e.g., compare the use of slang and/or colloquialisms and the use of the standard target-language form in posters, cartoons, graphic novels, or advertisements; identify regional vocabulary in a children's story depicting a cultural celebration; skim a variety of texts to identify formulas to express gratitude, make excuses, or extend invitations in different target-language communities; skim headlines and advertisements in an online target-language regional newspaper to identify vocabulary unique to the region; discuss similarities and differences in the language used in song lyrics and poems from two regions)*

Teacher prompt: "In what contexts have you found slang in target-language texts? Would you expect to find slang in these text forms in your own community?"

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create *(e.g., to produce a short report introducing a real or an imagined new technology; to highlight the environmental impact of different kinds of transportation in a community campaign poster; to convince their families to visit another city or country by creating a travel brochure; to compose a poem or song lyrics reflecting the theme and/or emotions expressed in a short story they have read; to express personal feelings in a journal entry; to create a set of instructions explaining how to use a product; to create an itinerary and a budget for a trip to volunteer in a country where the target language is spoken)*

Teacher prompts: "What is the primary purpose of your report: to encourage people to use the technology or to advise them about its potential problems? Who is the intended audience?" "How should the language on a community campaign poster differ from the language you might use when writing to a friend?"

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of some structural and stylistic elements of each form *(e.g., a short article about the benefits of learning international languages; a short biography of an important Canadian historical figure, such as a First Nation, Métis, or Inuit individual; a résumé tailored for a job of personal interest; a multimedia text demonstrating the benefits of daily physical activity; a critique of a work of art or a dance by their favourite artist or choreographer; a blog review of a television show or movie; a social media report about an economic issue currently in the news in a target-language community; a visa application for a country where the target language is spoken)*

Teacher prompts: "How does repeating key words in a multimedia text help convey the intended message?" "What linguistic elements can you include in a critique to appeal to and affect the reader?"

D1.3 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their intended meaning in written work in the target language

D2. The Writing Process

By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing in the target language, using a range of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., use rapid writing to record the key ideas in a read-aloud or shared reading text before writing a summary; keep a journal of possible writing topics; create a storyboard to help them structure a narrative before writing; sort ideas into logical order for an informational paragraph; refer to peer and teacher feedback to narrow the focus of a writing task; consult print and online resources to expand their knowledge of a topic)*

Teacher prompts: "What is the most important idea you want to convey about your topic? Will you begin your text with that idea and then explain it, or conclude with the main idea as the outcome of other key points? Why?" "What gaps can you identify in the information you have about the topic? What sources can you consult to expand your knowledge before writing?"

D2.2 Drafting and Revising: plan and produce drafts in the target language, and revise their writing using a variety of teacher-directed and independently selected strategies *(e.g., vary sentence structure to make their writing clearer and more interesting; add details to support, emphasize, or qualify ideas; identify words and expressions they use frequently and integrate new vocabulary into their text to avoid repetition and enrich the language; refer to a list of teacher- and student-generated questions as a guide when revising the structure of their writing; annotate their rough draft before revising; reread their draft to determine whether ideas and supporting details are important, interesting, and clearly related to the purpose or topic; consult a variety of classroom and online resources when editing)*

Teacher prompts: "As you revise your draft, try shortening some sentences, combining others, and then rereading. What effect does this sentence variety have on you as a reader?" "As you review your draft, what repeated words or phrases do you notice? What effect does the repetition have on the reader? What synonyms or ways to rephrase your ideas can you think of?"

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work in the target language, and use a range of elements of effective presentation to produce a polished product for publication *(e.g., create computer-generated charts to summarize findings; add headings and subheadings to create sections in a report; add a glossary of specialized vocabulary; format work appropriately for the text form, such as putting the steps of a procedure into a numbered list; position graphic elements appropriately within the text to enhance the clarity of the message)*

Teacher prompt: "How could you position the visual elements of your work differently within the text to help the reader better understand your message?"

D2.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., keep a portfolio of strategies that were successful during the writing process; identify and describe differences in their strengths as writers in the target language and in their first language; describe how they assess the usefulness of peer feedback; plan to keep a writing reflection journal; after a writing activity, complete a self-assessment in order to plan next steps)*

Teacher prompt: "How can you determine whether the peer feedback you received is valid? Which aspect of your message did your peer focus on: the content or its expression? How can you assess whether the comments were objective?"

D3. Intercultural Understanding

By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., write a paragraph comparing the health care systems of Canada and a country where the target language is spoken; summarize some interesting and significant facts about a target-language community in a blog entry; create a storyboard outlining a historical event in a country where the target language is spoken; write the text for a game of general knowledge about significant individuals, including indigenous individuals, from various target-language communities; write and illustrate a description of a cultural artefact, explaining its significance; write an online review of the local cuisine in a region where the target language is spoken; create a flyer about the effects of climate change in a country where the target language is spoken, describing efforts to mitigate or adapt to these effects; prepare an information text* *to help Ontario students understand and respect cultural norms when completing community service or volunteer work in a country where the target language is spoken)*

Teacher prompts: "What similarities and differences did you find between health care systems? Which similarities or differences surprise you?" "What is unique about this artefact? What is significant about it?"

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language *(e.g., create a comic strip that includes some idiomatic expressions specific to a country or region; use the appropriate level of formality in a letter requesting a job interview; write an e-mail to a friend using expressions from a specific region where the target language is spoken; write a description of a cultural food festival that incorporates words or expressions related to food and meals in different target-language communities)*

Teacher prompt: "How might you distinguish between a letter to a friend and a letter to accompany your résumé? What are the differences in content or style, or both?"

International Languages, Level 2

Open

LBACO – LDYCO

This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also explore personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic or Open

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand simple and some teacher-selected complex oral texts in the target language *(e.g., make and verify predictions about key facts or ideas in a radio commercial to confirm understanding; use prior knowledge and contextual cues to infer the meaning of unfamiliar words; prepare a note-taking template before listening to a guest speaker; listen to a text multiple times to identify unfamiliar words and expressions; while listening to an oral presentation, take note of words whose meaning they need to clarify later)*

Teacher prompt: "Think about the kinds of information you need to keep track of while listening. How can you reflect those categories in your note-taking template? For example, how can you show the difference between key ideas and supporting details through the organization of the template?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about familiar and new topics, with contextual and visual support *(e.g., produce a labelled drawing based on a classmate's oral description of items such as articles of clothing or rooms in a house; infer a suitable career choice after listening to a speaker describe his or her interests; identify the main message of, and familiar vocabulary in, a radio interview or a public service announcement; identify information about movie or concert programs, times, and prices in a recorded message, and classify it using a graphic organizer; summarize key ideas in a broadcast about First Nations, Métis, or Inuit peoples, using words, pictures, or actions; identify familiar words and expressions in a target-language rap)*

Teacher prompts: "What kinds of skills do you think someone with the speaker's interests might have? How could they be used in a career?" "What was the purpose of the announcement? What familiar words or expressions did you hear while you listened to it?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters in the target language *(e.g., use respectful body language and eye contact to convey interest and attention during a small-group discussion; interpret prompts and non-verbal cues to determine when to speak and when to listen; use brief vocal prompts to signal interest in a conversation; paraphrase the statements* *of their partner in a dialogue using familiar words and phrases, and verify the accuracy of the paraphrase with him or her)*

Teacher prompts: "What type of body language might you use as a listener to signal interest or to encourage a speaker to continue?" "What non-verbal cues can a speaker give to indicate either that it is time for you to respond or that you should continue listening?"

A2.2 Interacting: respond with understanding to what others say while participating in structured interactions in the target language about familiar and new topics, with contextual and visual support *(e.g., agree or disagree with a peer's opinions about a movie; offer comparable information in response to a peer's description of personal interests and experiences; acknowledge the suggestions of others while making plans for the weekend with friends; respond to a peer's survey on the use of technology; with a peer, role-play an interaction about ordering food at a restaurant; recommend a local restaurant to a peer after listening to his or her food preferences; respond to questions about the style and cost of seasonal clothing suitable for Ontario and for a country where the target language is spoken)*

Teacher prompts: "What aspects of the movie did your peer like or dislike? What details did he or she give to support that point of view?" "What kinds of food does your peer prefer? What local restaurants do you think he or she might enjoy?" "In what parts of the world would this item of clothing be useful?"

A2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., identify and describe the listening strategies they found most helpful during a group discussion; outline the learning process they go through when interpreting a recorded message, and plan steps to improve it; compare listening strategies with a peer, and plan to try a new strategy that he or she has found effective; identify occasions when they were distracted while listening, describe the circumstances, and select a strategy to use in similar listening contexts)*

Teacher prompts: "Describe the steps you take to understand a recorded message. How could you improve that process?" "As you recall an occasion when you did not listen effectively, think about the context. Was there background noise, for example, or were you trying to do something else while you were listening? What might you do differently in similar circumstances to improve your listening skills?"

A3. Intercultural Understanding

By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., view a cooking show in the target language and describe the dishes prepared; after listening to a travelogue about a region where the target language is spoken, identify some of its distinctive features; listen to oral information about family life in a target-language community and make connections to their own community; listen to music from a target-language community and compare elements such as lyrics, rhythm, tempo, and beat to the elements of Métis music or music played in another community; list key points heard in an authentic or fictional interview with a significant cultural or historical figure, using a graphic organizer; after listening to a broadcast, identify the effects of climate change on a region where the target language is spoken and compare them to the effects on their own community)*

Teacher prompts: "What are some ways that family life in the target-language community is similar to or different from your own experience? How did learning about another culture help you appreciate your own better?" "What key information about this person did the interview reveal? What does the information reflect about the target-language culture?"

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken *(e.g., determine whether a speaker is introducing a friend or a stranger by identifying some differences in his or her language register; identify some regional variations in pronunciation and accent; listen to a radio commercial to identify target-language words that are borrowed from other languages)*

Teacher prompt: "What words or phrases made it clear that the speakers knew or did not know each other?"

B. SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences *(e.g., list essential vocabulary and key ideas to prepare for speaking; record and review their presentation to increase their confidence and to identify areas needing practice; practise speaking in front of a mirror or to a peer before a presentation; vary pitch, volume, and tone of voice to maintain the interest of listeners; incorporate words or expressions used by another speaker into their own speech to refine their message; use visual aids to support an oral presentation)*

Teacher prompts: "In this recording of your own presentation, listen to both the content of your message and the way you expressed it. What do you think needs to be revised?" "Tell the class five things about your topic, using a visual aid to help you explain."

B1.2 Producing Oral Communications: produce rehearsed, some detailed, and spontaneous messages in the target language to communicate information and ideas about matters of personal interest and everyday topics, with contextual, auditory, and visual support *(e.g., deliver a presentation on fashion, entertainment, health care, or the workplace, using visual aids and a script; relate a childhood memory; in a group discussion, describe their school activities, personal interests, or plans for the future; deliver an oral report outlining their daily routines; leave a telephone message giving clear directions to a tourist attraction; compose and deliver a short speech to thank a guest speaker)*

Teacher prompts: "What makes your childhood memory special? What will you say to help your listeners connect it to their own experience?" "What school activities interest you the most? How do you get involved?" "As you give directions, think about the route. What will someone see on the way? How many intersections have to be crossed?"

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and standard pronunciation in brief, rehearsed, and spontaneous communications in the target language about a variety of familiar topics *(e.g., give clear directions with ease; use pauses and intonation to accentuate their preferences when delivering a presentation about personal likes and dislikes; recite a familiar poem, pausing as indicated by the punctuation; accurately pronounce familiar vocabulary when discussing their interests)*

Teacher prompts: "How might you use your voice to help your audience understand how much you enjoy your favourite foods or music?" "As you prepare to recite the poem, think about the punctuation. How will it help you decide where to pause and for how long, and how it will affect your delivery?"

B1.4 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their meaning clearly in the target language

B2. Speaking to Interact

By the end of this course, students will:

B2.1 Using Conversation Strategies: identify and use a range of conversation strategies to suit a variety of structured, guided, formal, and informal situations while participating in simple and some detailed spoken interactions in the target language *(e.g., ask questions to encourage others to share their thoughts during partner and group work; use non-verbal cues such as physical proximity and eye contact to highlight important ideas in a conversation; bridge gaps in spoken communication by repeating the message or speaking more slowly)*

Teacher prompts: "How might you emphasize an important idea non-verbally while you are having a conversation? What would make such cues useful to you if you were the listener?" "If your partner is having difficulty responding during an interaction, how might you clarify your message?"

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about familiar and new topics, with teacher modelling and support *(e.g., offer and respond to invitations and compliments; exchange opinions with a peer in a brief conversation about homework; with a partner, role-play an interaction related to health care or business; dramatize a scripted dialogue between an interviewer and an environmentalist about the protection of animal habitats; ask a partner for directions to the closest tourist attraction, and restate his or her answer to confirm that they have understood; collaborate with classmates to prepare and present a skit about the importance of daily physical activity; with a peer, discuss similarities and differences in young people's spending habits in Ontario and target-language communities)*

Teacher prompts: "What kinds of compliments would you offer a classmate? How might you compliment your own parent?" "In your interview with an environmentalist, what questions can you ask to ensure that the issue is explored and explained?"

B2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., describe in a student-teacher conference how they self-monitor their speaking skills during interactions; plan to reflect on feedback from peers and the teacher on revising the content of their spoken messages; express preferences about the graphic organizers they use to prepare for speaking; plan to record and review their speech in order to identify areas for improvement; identify the most effective elements of their oral presentation, and plan to incorporate them in future presentations)*

Teacher prompts: "When you interact with peers, how do you assess whether your message is accurate and clear? In what other ways could you monitor your speaking skills?" "Which type of graphic organizer do you find most helpful as you prepare for a speaking task?"

B3. Intercultural Understanding

By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., retell or recite a traditional short narrative or a poem; describe a dance from a region where the target language is spoken and teach the steps; create a short video to demonstrate and discuss a regional or national cuisine; in pairs, conduct research on a musician or musical group from a target-language community and present the information to the class; dramatize a target-language proverb or idiomatic expression)*

Teacher prompts: "What does the cuisine of this region reveal about the way of life?" "What elements of the music performed by the person/group you researched were especially interesting or characteristic of the target-language community? In what ways?"

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language *(e.g., use expressions appropriate to their relationship to* *the other speakers to initiate, maintain, and close a conversation; view video clips of speakers from their own and various target-language communities to identify their use of physical proximity and body language, and mirror them in their own interactions; use the appropriate level of formality to address people in a personal, community, or workplace setting)*

Teacher prompts: "How does being aware of your relationship to other people in a conversation affect your choice of expressions?" "How would your way of addressing a friend differ from the way you address someone in a workplace, such as at a part-time job?"

C. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand simple texts and teacher-selected complex adapted and authentic texts in the target language, in modelled, shared, guided, and independent reading contexts *(e.g., preview the text to find familiar words and cognates that will support their understanding of the message; refer to text features such as the table of contents, titles, and captions, and to their knowledge of similar text forms, to make predictions about the topic; draw on personal experience to help them understand the author's intention; use visual cues such as illustrations, photographs, and diagrams to support their understanding of the overall message; ask questions to monitor their comprehension; note repeated words in a text to help them identify key ideas)*

Teacher prompts: "How do the visual elements of the text help you understand it? How do they help you make predictions?" "What strategies can you use while reading to remember important points?"

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in a variety of texts in the target language, including simple texts and teacher-selected complex adapted and authentic texts, with teacher support as appropriate *(e.g., restate in correct sequence events described in an e-mail or a letter; dramatize a text about traditional foods and/or customs in a First Nations, Métis, or Inuit community; summarize information in a newspaper article or blog; identify and record the evidence that a reviewer offers to support a movie or book critique; read a city map to determine the route to a particular location; interpret and explain the information in a graph of languages spoken in Canada; recommend a movie to peers on the basis of an online or a newspaper review; identify the key message on the home page of an environmental organization's website)*

Teacher prompt: "What key factors does the graph reflect about languages spoken in Canada? How have these factors changed over time?"

C1.3 Reading with Fluency: read texts in the target language that contain familiar vocabulary and expressions at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text *(e.g., make reading aloud sound like speaking, pausing as indicated by the punctuation and using appropriate tone; while reading aloud, accurately pronounce familiar words and some words previously encountered in texts, class discussions, and/or anchor charts; use appropriate emphasis and phrasing when participating in shared reading activities)*

Teacher prompt: "As you read this text aloud, imagine that the words are being spoken rather than read. Where would a speaker naturally pause, change his or her tone of voice, or get louder or softer?"

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words *(e.g., use knowledge of prefixes and suffixes to help them decode an unfamiliar form of a familiar word; take note of new words while reading, and add them to a personal word list; construct a word web on a specific topic or subtopic in a text they are reading to consolidate their vocabulary acquisition; identify jargon and slang in a magazine article, and keep a list to expand their vocabulary)*

Teacher prompt: "When part of a word is familiar but the whole word is new, how can you work out its meaning?"

C2. Purpose, Form, and Style

By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning *(e.g., graphic design and descriptive text on a book jacket or DVD cover capture attention and stimulate interest; abbreviations and idiomatic expressions in a text message address a particular age group; the interplay of images and words in a comic book conveys the story; setting, plot, and characterization work together in a short story to depict the significance of imagined experiences; the arrangement of information by columns and rows in a television listing or bus schedule communicates timetables concisely; pictures and descriptions in a flyer or leaflet promote products)*

Teacher prompts: "What is the purpose of a DVD cover?" "Why do you think abbreviations are frequently used in text messages?" "How does the layout of this schedule help you quickly find the time a bus arrives?"

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning *(e.g., an image and a list of featured articles on the cover of a magazine indicate its contents; a synopsis, illustrations, and review extracts on a book jacket or DVD cover describe and endorse the product; captions, speech balloons, and graphic representations of sound effects explain the characters' thoughts and actions in a comic book; bold type and colours emphasize key words in an advertisement; drop-down menus and headings with embedded links help the user navigate a website)*

Teacher prompts: "What elements in this DVD cover do you find persuasive? Why?" "What effect does colour have in this advertisement?" "How did the different fonts in the speech balloons of this comic book influence your interpretation of the characters?" "What features of this environmental organization's website help you to navigate the information presented?"

C2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., keep a reading log to track reading trends and set new goals; review their reading log to determine preferred text forms and set goals to expand the variety of texts they read; create a mind map of reading strategies, using colours, symbols, and fonts to distinguish their purposes and illustrate their usefulness; plan to seek opportunities to read the target language outside the classroom)*

Teacher prompts: "What type of text do you read most often? How do these texts build your reading skills? What new text form do you think would help you improve your skills further?" "What strategy works best to help you decode an unfamiliar word or concept as you read?" "What questions do you ask yourself to monitor your reading comprehension?"

C3. Intercultural Understanding

By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., read about the benefits of learning another language, such as opportunities for careers and travel, and identify the ones they find most significant; follow written instructions to make a rain stick, piñata, or carnival mask; read an article about food traditions and customs in a country or region where the target language is spoken, and compare them to their own food traditions or those in a First Nations, Métis, or Inuit community; research sports or artistic activities in a target-language community, and* *compare them to activities in their own community; research activities and interests that are popular among young people in a target-language community, and report their findings; read an article about an environmental issue in a target-language community and make connections to a similar issue in their own community)*

Teacher prompts: "What similarities and/or differences did you discover between customs and traditions related to food in different communities?" "In what ways are sports in this target-language community similar to sports in your own community? How are they different? What does that tell you about the connections between the two communities?" "What common concerns does this article describe about the issue of waste disposal? What methods do your community and the target-language community choose to address the issue?"

C3.2 Awareness of Sociolinguistic Conventions: identify, in level-appropriate texts in the target language, examples of sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken *(e.g., compare menus from various target-language communities to identify different ways of describing similar dishes; compare and contrast traffic signs and symbols in Canada and in a country or region where the target language is spoken, using a Venn diagram; read travel brochures and posters to identify words and idiomatic expressions that are unique to particular countries or regions; identify colloquialisms in a target-language blog; evaluate the level of formality in letters written by people from different target-language communities)*

Teacher prompts: "Which dishes on menus you are comparing have different names but the same or very similar ingredients?" "Which words or expressions in this letter signal the level of formality that the writer intends? Is that typical of this target-language community?"

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine, with support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create *(e.g., to use the cover of a class magazine to draw attention to a contemporary issue or trend; to advertise special offers with a flyer; to inform their peers in a blog entry about an interesting activity, person, or place; to request information about a social event from a friend by e-mail; to compose a survey to find out about the environmental practices of peers at home; to script a newscast for classmates about community events)*

Teacher prompts: "What questions can help you identify the topic, purpose, and audience for your writing?" "How will your choice of target audience affect the content of your flyer?" "What words and phrases could you incorporate into your survey to appeal to your peers?"

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of some structural and stylistic elements of each form *(e.g., directions to a specific location; a résumé tailored for a part-time job; a paragraph comparing academic and professional dress codes; a captioned photo essay about a trip; a public service announcement promoting healthy eating; a critique of a sports or arts event; an announcement for the school website or parents' council about a school environmental initiative; a fundraising plan to defray the cost of a trip)*

Teacher prompts: "How might your choice of photographs illustrate the highlights of your trip? How can you make your captions complement the photographs?" "How does repeating key words in a public service announcement help the reader understand its intention?" "What descriptive words and phrases would effectively highlight the positive and negative aspects of the event presented in your critique?"

D1.3 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their intended meaning in written work in the target language

D2. The Writing Process

By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing in the target language, using some pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., engage in free writing to generate ideas for a poem, rap, or song; create a* *checklist and/or a graphic organizer to assist them in organizing their ideas; use a point-form outline to put their ideas into a logical sequence before creating a survey; rank their points in order of importance before writing a response to a peer's blog; make a flow chart before writing a procedural text; share writing ideas with and seek feedback from peers)*

Teacher prompt: "What techniques can you use to organize your main ideas and supporting details before you begin writing?"

D2.2 Drafting and Revising: plan and produce drafts in the target language following a model, and revise their writing using a variety of strategies, with teacher support *(e.g., use sentence starters or teacher-prepared templates to help them structure a rough draft; prioritize ideas and information to improve the organization of their draft and clarify its message; use teacher-generated checklists and student exemplars as guides when revising the structure of their draft; while writing a draft, consult print and online resources to confirm spelling and enrich their vocabulary; insert connecting words to signal transitions between paragraphs; share their written work in small groups to obtain suggestions for improvements)*

Teacher prompts: "What kinds of resources can you consult to vary your vocabulary?" "Review the beginnings and ends of the paragraphs in your draft. How can you ensure that the beginning of each paragraph is clearly connected to the end of the previous paragraph? What words or phrases could you add to help the reader understand the transitions in your argument?"

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work in the target language, and use some elements of effective presentation to produce a polished product for publication *(e.g., add an appendix to provide supplementary information; add organizational elements such as sidebars and effective spacing to highlight key information; use font size and/or style to distinguish headings and subheadings; add appropriate graphic elements to support key ideas in the text)*

Teacher prompt: "Would the visual elements of your work help the reader better understand your message if they were positioned differently within the text?"

D2.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., after a writing activity, complete a self-assessment of their use of elements associated with the selected text form in order to plan next steps; keep a portfolio of strategies that were helpful during the writing process; in a writing journal, reflect on the usefulness of peer and teacher feedback; use exit passes to reflect on the writing they have just completed)*

Teacher prompt: "What were the strongest aspects of your writing in this text form? What aspects were you least satisfied with? When you produce a new work in that text form, what will you do differently?"

D3. Intercultural Understanding

By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., write and perform a jingle promoting a tourist attraction in a region where the target language is spoken; write a paragraph comparing their school life with that of peers in a country or region where the target language is spoken; in a blog entry, describe a significant individual, such as an indigenous person, from a country or region where the target language is spoken; create a storyboard about a cultural festival in a country where the target language is spoken; compose a poem or song lyrics celebrating various world cultures, including First Nations, Métis, and Inuit peoples in Canada; create a menu, including prices, for a traditional meal; create a flyer promoting conservation efforts in a region where the target language is spoken)*

Teacher prompts: "What do you consider typical aspects of your school life? Talk to an exchange student or read a blog to find out whether they are also typical in a country where the target language is spoken. What differences surprised you? How does your school day differ from theirs?" "What are the most significant facts about this individual? Has he or she made an important contribution to the arts or sciences, the environment, or politics? How was it unique?" "What connections can you find between the celebrations of different world cultures? How are they similar to one another? How are they similar to a celebration in your own community?"

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language *(e.g., compose a poem containing some common target-language colloquialisms; create a cartoon panel with a caption that includes an idiomatic expression specific to a country or region; use an appropriate salutation and language register in an e-mail to a friend and another to a teacher)*

Teacher prompt: "As you prepare to write your cartoon caption, select an idiomatic expression from your reading. How can you incorporate it? How would you present the same cartoon in your first language? How do such expressions expand your cultural knowledge?"

International Languages, Level 3

University Preparation **LBADU – LDYDU**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand a variety of oral texts, including complex texts, in the target language *(e.g., use their knowledge of the structure of different oral text forms to make predictions about the content before listening; use prior knowledge and contextual cues to make deductions and inferences while listening; formulate questions while listening to a presentation to prompt the speaker to provide more details; use organizers structured for their own learning styles to record key information while listening; compare interpretations of a speaker's message with a peer to confirm or expand their comprehension)*

Teacher prompt: "What did you understand about the speaker's message that your classmate did not? What can he or she explain to you that you missed?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about a variety of topics, with support as appropriate *(e.g., list language structures used to express emotions, desires, or opinions in a song or a poem read aloud; jot down the sequence of events in a peer's oral account of a childhood memory; infer the skills that an employer requires and prioritize them after listening to a job description; summarize key ideas and outline supporting details in a documentary about an issue related to the environment, diversity, or First Nations, Métis, and Inuit peoples; describe what a movie reviewer enjoyed and why after listening to a radio show; identify the purpose of a variety of telephone messages; explain the pros and cons of ecotourism described in a radio documentary)*

Teacher prompts: "What emotions did you hear expressed in the song? How were they expressed in its lyrics?" "What did the reviewer most enjoy about the movie? What did he or she describe as one of the most interesting traits of the main character, for example?" "Was the telephone message about business or recreation? Who was the speaker?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social and academic interactions in the target language *(e.g., use culturally appropriate body language and facial expressions to signal interest and acknowledge the ideas of others during group work; ask questions and offer constructive comments at appropriate points in an academic discussion to encourage other speakers to expand on their opinions; paraphrase different speakers'* *points of view during a debate to verify their interpretations; affirm and build on the ideas of others during a class discussion)*

Teacher prompts: "As you paraphrase what you heard, focus on key ideas. How might you explain your peer's point of view in just one or two sentences? How does that help you determine whether you have understood?" "How might you affirm another speaker's ideas during a class discussion?"

A2.2 Interacting: respond with understanding to what others say while participating in structured and open-ended interactions in the target language about a variety of topics, with support as appropriate *(e.g., respond to the ideas and opinions of others in a discussion about the influence of the media on social perceptions of First Nations, Métis, and Inuit peoples; with a peer, improvise a friendly negotiation to extend a curfew or to revise house or school rules; after listening to a report on issues of importance to people with disabilities, identify concerns and share solutions with a peer; agree or disagree with others during a group discussion about learning other languages; ask questions in response to descriptive feedback from a peer or the teacher; after watching a video clip about an environmental issue, respond to the opinions of others in a small-group discussion about the causes and solutions; in a conversation with a peer, respond to questions about how financial support would help them pursue their personal and professional goals; answer a potential employer's questions in a role play of an interview for an entry-level job in a country where the target language is spoken)*

Teacher prompts: "How has listening to the opinions of others about media influence shaped your own? How can you add to the ideas you have heard?" "What questions might you ask after getting feedback during a conference?" "What interview questions might you be asked when seeking work in another country? Which marketable skills might you wish to highlight?"

A2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., during a student-teacher conference, describe how they self-monitor their use of listening strategies; keep a journal to track and reflect on progress towards personal goals to improve their listening skills; identify ways in which their learning environment may affect their listening comprehension; describe some types of body language they use to communicate interest to a speaker, and identify appropriate listening contexts for each)*

Teacher prompt: "As you review your journal entries, what pattern can you identify in your use of listening strategies? What impact is that having on your progress in improving your listening skills? What might you do differently to reach your personal goals more quickly?"

A3. Intercultural Understanding

By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., explain how blending the target language and another language in a popular song contributes to its message; record key ideas presented in an authentic television program about indigenous cultures in a country where the target language is spoken, using a graphic organizer of their choice; after listening to a webcast, compile a list of questions and answers about a target-language community; role-play a situation that exemplifies gender roles or other social values in a target-language community, drawing on ideas found in an oral report; listen to readings about an historical event in Canada and an event in another country where the target language is spoken and identify points of similarity; listen to a documentary about environmental protection in Canada and in another country where the target language is spoken, and compare the approaches of the two countries)*

Teacher prompts: "How does learning about indigenous cultures help you respect their values?" "How do the gender roles of the target-language community differ from your own? How are they the same? How do they help you understand your own community?"

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken *(e.g., distinguish between regional dialects and identify variations in pronunciation and accent; identify* *and interpret non-verbal gestures that are characteristic of speakers in various target-language communities; identify speech conventions used in a target-language interview and compare them with interviewing conventions in their own first language; after listening to a target-language poem or short story, identify idiomatic expressions, colloquialisms, and proverbs; infer the relationship of speakers from their language register; analyse how the non-verbal interactions of characters in a target-language film clarify their spoken messages)*

Teacher prompts: "What features of the speaker's pronunciation helped you identify the region where he or she learned the target language? Were they strong or slight? What does that tell you?" "What do the non-verbal interactions of the movie characters tell you that their speech does not? How do their non-verbal cues support their spoken messages? How do they contradict them?"

B. SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences *(e.g., prepare guiding questions to pose during a group discussion; introduce the subject matter to their audience at the outset of a presentation, and summarize the essential points at the end; use rhetorical questions to engage their audience and to spark group discussions; adhere to time limits for presentations)*

Teacher prompts: "What information should you include in the introduction of your presentation to help your audience understand? What might you include in your summary?" "What kinds of rhetorical questions will engage your audience? Give some examples."

B1.2 Producing Oral Communications: produce planned, detailed, and spontaneous messages in the target language to communicate information and ideas about a variety of topics, with support as appropriate *(e.g., compose and deliver a public service announcement about an environmental issue such as energy conservation; give a eulogy for a historical figure; relate an embarrassing or a humorous moment; prepare and deliver a monologue explaining the connections between a picture and a personal interest; discuss the effectiveness of a target-language television commercial or film trailer; deliver a multimedia presentation on gender roles without notes; explain some challenges facing economic development in emerging economies in simple terms)*

Teacher prompts: "Use the five Ws to decide what information to include in your public service announcement. How can you ensure that the announcement will tell your listeners everything they need to know?" "What visual aids might capture the interest of the audience for your presentation? Do they meaningfully support your topic?"

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and standard pronunciation in rehearsed, some detailed, and spontaneous communications in the target language about a variety of topics *(e.g., avoid awkward pauses by using familiar vocabulary to describe an idea or object when the exact term is forgotten; give clear information when face-to-face communication is not possible, such as in a telephone conversation; adapt their tone of voice and inflection to express irony, respect, and other attitudes in a conversation; recount a story or an event, varying their pace and pausing for dramatic effect; deliver a presentation with ease)*

Teacher prompts: "What can you do to avoid awkward pauses in your speech when you cannot remember the precise term you need?" "How can your tone of voice express different attitudes? Demonstrate with some examples."

B1.4 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their meaning clearly in the target language

B2. Speaking to Interact

By the end of this course, students will:

B2.1 Using Conversation Strategies: identify and use a range of conversation strategies to suit a variety of formal and informal situations while participating in detailed spoken interactions in the target language *(e.g., change the subject politely or suggest alternative topics for discussion; use body language, degree of physical proximity, gestures, level of assertiveness, and facial expressions to encourage others to join a conversation; agree with or politely challenge another speaker's opinion during group work; rephrase their message when the other participants in a debate have not understood; suggest a word or phrase to help a peer who is having difficulty communicating a spoken message)*

Teacher prompts: "What are some non-verbal ways to encourage others to join a conversation?" "How might you clarify your point in a debate when the other participants have not understood it?"

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about a variety of topics, with support as appropriate *(e.g., with a peer, discuss whether the message of a media text is persuasive; contribute to a round-table discussion about environmental and traditional practices in First Nations, Métis, and Inuit communities; with a partner, role-play negotiating a curfew extension; exchange opinions with a peer about a social issue such as mental health and well-being; in a group discussion, describe personal reactions to the setting, plot, and characters of a text the class is reading; defend a point of view in a debate about the use of technology in school; debate the usefulness of a cost-benefit analysis of an end-of-year event such as a formal dance or a graduation trip, using a graphic organizer for assistance; make plans with a partner about ways to fund gap year travel)*

Teacher prompts: "What elements of the media text held your attention? When did you feel distracted? What made the message persuasive or unpersuasive?" "As you express your opinion, consider whether it is objective or subjective. What supporting details might you use to defend your position?"

B2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., describe which speaking strategies contributed to a positive group discussion; identify the most effective elements of their oral presentation, and discuss what they would do differently next time; identify strategies they can use with a partner to improve mutual comprehension during interactions; plan to reflect on feedback from peers and the teacher on revising the form and content of their spoken messages)*

Teacher prompts: "What strategies do you use to make a group discussion positive and successful? What makes them effective?" "What strategies do you find helpful to make yourself understood and improve your own comprehension during interactions?" "What kinds of feedback have you incorporated into your spoken messages? What other revisions might you make?"

B3. Intercultural Understanding

By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., create a radio commercial highlighting the importance of learning additional languages; dramatize a scene that incorporates characteristics of a target-language community or its way of life; deliver a news report on target-language community initiatives; re-enact a significant historical event in a country where the target language is spoken; apply their knowledge of customs, attitudes, values, and beliefs in target-language communities to resolve an everyday conflict in a role play; deliver a presentation comparing and contrasting their own daily life with that in various target-language communities; create a podcast about an environmental initiative or project in a region where the target language is spoken)*

Teacher prompts: "What type of information can you include in your commercial to attract and educate your listeners?" "What aspects of daily life in the target-language community seem similar to your own? What things are different? How does this knowledge help you better understand and appreciate your own community?"

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language *(e.g., use culturally appropriate verbal and non-verbal cues while negotiating solutions to problems, misunderstandings, and disputes; incorporate into a role play various colloquialisms and idiomatic expressions appropriate to the setting; use the appropriate level of formality to interact with people in various social contexts; identify and use some alternatives to standard vocabulary, such as regional, national, or dialect variations)*

Teacher prompts: "Is there a non-verbal cue you might use when negotiating the solution to a problem in one cultural context but avoid in a different cultural context? Why, or why not? What about a verbal cue?" "Why is it important to be aware of the social context when interacting with people?" "How do idiomatic expressions and colloquialisms help you better understand the target language and the cultures of people who speak it?"

C. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand a variety of texts, including complex adapted and authentic texts in the target language, in various reading contexts *(e.g., preview the text for new words and predict their meaning; create mind maps in pairs before reading to activate prior knowledge and experience, and make predictions about the content; use their knowledge of word order to help them determine the meaning of a sentence; make connections to other texts to help them evaluate how effectively a text communicates its message; use visual cues to make inferences; create a list of questions to help them determine the author's intention or a character's motivation)*

Teacher prompts: "As you make a mind map, think about the connections between your knowledge and your partner's. How can you illustrate those connections on your map? How do they help you get ready to read about the topic?" "How can reading ahead in a passage help your comprehension?"

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in a variety of texts in the target language, including complex adapted and authentic texts *(e.g., retell a story read in class from an alternative perspective; role-play various solutions to a conflict presented in a text; summarize the lesson of a target-language legend or fable, and compare the legend or fable with a similar one from a First Nations, Métis, or Inuit community; locate and record significant points in a newspaper article about a social or an environmental issue, and compose a rap or poem to express a personal reaction to the issue; interpret the instructions in a how-to manual; in a response to a blog, support or refute arguments presented in the blog about an environmental or social justice issue; after consulting government websites, outline the process of applying for a study or work visa for a country where the target language is spoken)*

Teacher prompts: "How can you sum up the moral of this fable? What elements of the plot support this lesson?" "Which of the author's arguments about this issue did you find persuasive? Why? Which parts did you disagree with? As you respond, remember to support your opinion by referring to relevant parts of the text."

C1.3 Reading with Fluency: read texts in the target language at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text *(e.g., smoothly articulate key words, such as academic or technical terms in a textbook, a report, or an essay; accurately pronounce new words while reading aloud; when reading a script aloud, use tone of voice, volume, emphasis, pauses, and pace to communicate the emotions suggested by a character's words and/or actions)*

Teacher prompt: "As you prepare to read aloud, think about the emotions that the character must be feeling during the scene. How can you convey them with your voice?"

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words *(e.g., use knowledge of roots, prefixes, and suffixes from other languages to infer the meaning of unfamiliar words; consult a dictionary of idioms to clarify an unusual word usage encountered in a text; use knowledge of word order and parts of speech to infer the meaning of new words; keep a notebook of vocabulary related to various areas of interest for reference)*

Teacher prompt: "How is this word similar to the prefix, suffix, or root of a word from another language that you know? What does that tell you about its meaning?"

C2. Purpose, Form, and Style

By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning *(e.g., articles, graphics, and advertisements in a magazine appeal to a specific demographic; a play or movie script uses dialogue to develop the characters; information about the artist, the medium, and the artistic style on an exhibit plaque helps the viewer appreciate a work of art; impersonal style establishes the factual, objective orientation of a news report)*

Teacher prompts: "What elements of the magazine did you find appealing? How did they seem connected to your own experience?" "How does the information in this exhibit plaque help you interpret the artist's message?"

C2.2 Text Features and Elements of Style: identify features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning *(e.g., figurative and descriptive diction in a poem, short story, or novel evokes an emotional response; stage directions further the plot in a play script; a table of contents, chapter or section divisions, headings, charts, labels, and captions organize the information in a textbook; logos, graphics, font sizes, and colour are used to draw attention to the features of the product in an advertisement to try to influence the behaviour of consumers; real people and events and accurate dates add credibility to historical fiction)*

Teacher prompts: "What effect does figurative language have on the reader?" "What kinds of stage directions did you find in the script? What was their purpose?" "How is your ability to interpret the messages in this textbook influenced by its textual elements and layout?"

C2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., keep a reading log to record texts they have read and identify ways of broadening their choices of reading matter; confer with the teacher and peers to develop new strategies for understanding challenging texts; in a journal, describe the benefits of reflecting on their reading practices and progress; review predictions made before reading to determine the effectiveness of this strategy; plan to vary their reading choices to expand vocabulary and increase fluency; identify and seek opportunities to read the target language outside the classroom)*

Teacher prompt: "What strategies do you use most consistently to help you understand new and challenging texts? What new strategies do you think would be effective?"

C3. Intercultural Understanding

By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., research symbols that represent a target-language community, such as a flag, particular colours, or a mascot, and explain their significance; research a ritual practised in a country or region where the target language is spoken, compare it with a ritual practised in a First Nations community, such as the naming ceremony, and share the information in an audio-visual presentation; interpret advertisements for events in various target-language communities to identify culturally significant practices; analyse the social and cultural context of a contemporary target-language play; read the words to various national anthems and describe how they do or do not reflect each country's history or culture; identify additional languages required in authentic career postings in target-language communities around the world, and assess the implications for future course selections; identify and discuss differences between résumés in Ontario and in regions where the target language is spoken)*

Teacher prompts: "How does this symbol reflect the community it represents? What other symbol might be appropriate?" "Which particular words or phrases in this national anthem are intended to highlight the country's culture or history? Can you find similar words or themes in another anthem? How do the words reflect the unique characteristics of each country?" "What are the requirements of this career? How do you think those expectations might influence your future course selections?"

C3.2 Awareness of Sociolinguistic Conventions: identify, in level-appropriate texts in the target language, examples of sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken *(e.g., skim newspaper and magazine headlines and advertisements to identify regional or idiomatic expressions and puns; compare the use of colloquialisms, idiomatic expressions, and slang in song lyrics or poetry from two different countries or regions where the target language is spoken; research idiomatic expressions related to money, and explain the contexts in which the expressions are used; compare two target-language print advertisements for the same product from different countries or regions, and identify similarities and differences in their language usage)*

Teacher prompt: "In what ways do headlines reveal information that is specific to the region?"

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine, with minimal support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create *(e.g., to depict a conflict between a superhero and a villain in a short graphic novel; to defend an opinion in a newspaper editorial or a film critique; to produce a biography that highlights the admirable qualities of a personal hero; to introduce themselves and the region in which they live to a potential exchange student by letter; to describe a significant Canadian historical event or person in a guide for newcomers to Canada; to defend animal rights in a letter to an organization that uses animals to test products; to express their viewpoint about an environmental or social justice issue, such as a project proposed on First Nations, Métis, or Inuit lands, in a letter to a politician; to outline in an application the attributes that make them suitable candidates for funding to support postsecondary study, work, or volunteering abroad)*

Teacher prompts: "What key expressions could reflect the different personalities of your superhero and villain?" "What phrases might enhance the authority of your opinion?"

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of various structural and stylistic elements of each form *(e.g., a report interpreting information in a graph or chart of census data for the target language; a cover letter to accompany a résumé; a summary of a journal, short story, or novel from an alternative point of view; a letter to the editor persuading youth to pursue language studies; a diary entry expressing a personal reaction to bullying; an essay about a social or an environmental issue)*

Teacher prompts: "What kinds of information could you include in your cover letter to convince a potential employer to read your résumé? How will you describe your skills without simply repeating the résumé? What is the ideal length for the letter?" "In your letter to the editor, what connections can you make between your point of view and your personal experience?"

D1.3 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their intended meaning in written work in the target language

D2. The Writing Process

By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing in the target language, using a range of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., create a clear thesis statement and a list of points to support it; pose questions to guide research; gather supporting ideas and information from print and online sources; group point-form notes into main ideas and supporting details; organize ideas into a problem/solution pattern for a report about a current issue; determine the best structure, such as chronological order, compare and contrast, or cause and effect, for presenting information in a report or an essay)*

Teacher prompts: "What do you intend to prove in your text? How might you explain it in one sentence?" "Which of the following best describes the type of content of your essay: a sequence of events, the differences and similarities between two or more ideas, or the role of one event in causing another? With the content you've chosen, how might you structure your essay?"

D2.2 Drafting and Revising: plan and produce drafts in the target language, and revise their writing using a variety of strategies *(e.g., verify that each point in a draft is supported by sufficient information; match the structure and length of their sentences to the purpose of the text; improve the flow between paragraphs and between sentences by selecting words and phrases that indicate the logical transition from one idea to the next; refer to feedback from a peer conference to help them improve the coherence of their draft; write a short summary of their draft to help them evaluate its clarity and determine how to revise it further; add, delete, or reorder information to improve the clarity of their draft)*

Teacher prompts: "What effect does a series of short sentences have on the reader? Where in your draft might it be suitable to use this technique?" "Write a short summary of your draft. Is the message clear? If not, what should your next steps in revision be?"

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work in the target language, and use a range of elements of effective presentation to produce a polished product for publication *(e.g., add organizational elements such as headings, a table of contents, or pull quotes to highlight key information; add a sidebar with definitions of unfamiliar terms; include quotations to support their ideas in an argumentative essay, and acknowledge the sources appropriately)*

Teacher prompt: "What terms does your text contain that might be unfamiliar to your readers? How can you include definitions without disrupting the message?"

D2.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., select their best work for a writing portfolio and justify their choices; describe what makes an outline essential to the organization of a text; identify the self-correction techniques they find most useful when revising their written work and, in a personal reflection journal, comment on how they use them; describe the effectiveness of different resources they consult when correcting written work, such as peers, the teacher, parents, and print and online references; describe how exchanging ideas with a partner is effective as a strategy to improve their own writing; identify the benefits of planning carefully for each part of the writing process)*

Teacher prompts: "As you review your writing portfolio, what similarities do you find between the pieces of work that you consider your best? How does that discovery help you set new writing goals?" "Which self-correction techniques do you find most helpful when you revise your writing? Describe how you use one of them." "When you exchanged writing ideas with a partner, how did your partner's approach to the same topic differ from yours? How did the activity help you prepare for writing?"

D3. Intercultural Understanding

By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., create a multimedia text about the history of indigenous peoples in a target-language community; write an opinion piece about an environmental or a social issue in a country or region where the target language is spoken; write a report on the effects of technology on a target-language community; analyse whether certain cultural customs* *of a target-language community reflect social bias, and explain their reasoning in an argumentative essay; write a welcome letter to a newcomer to Canada describing daily life in their community; create an ad campaign promoting a cultural celebration in a target-language community; create a brochure on sports in various target-language communities, describing how they are connected to national identity; write a persuasive text about the consequences of socio-cultural and economic disparity, making connections between Ontario and target-language communities and providing suggestions for more equitable distribution of resources; create a text that imitates the style of a major work of literature from a target-language community, such as an epic poem)*

Teacher prompts: "As you prepare to write your opinion piece, consider the different possible points of view about the issue. What supporting details will corroborate your opinion?" "As you analyse this custom, consider the cultural context. How might culture affect how the custom is perceived?"

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language *(e.g., compose a rap containing common target-language slang or colloquialisms; use the appropriate level of formality when responding to opinions stated in a blog about an environmental or a social issue; compare various target-language words or expressions that have more than one written form, such as national, regional, and slang forms, using a T-chart; create a multimedia text highlighting various regional expressions; produce a budget for a school committee using target-language number and currency formats; write a follow-up note to a potential employer after a job interview, using the appropriate language register)*

Teacher prompt: "Where can you find authentic target-language expressions to incorporate into your written work? How can you use them in a way that avoids stereotypes? How do these expressions expand your cultural explorations?"

International Languages, Level 3

Open

LBADO – LDYDO

This course provides opportunities for students to communicate and interact in the language of study in a variety of practical contexts and real-life situations. Students will refine their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to simple and some complex oral and written texts, including authentic texts. They will also increase their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation or Open

A. LISTENING

OVERALL EXPECTATIONS

By the end of this course, students will:

A1. Listening to Understand: determine meaning in a variety of oral texts in the target language, using a range of listening strategies;

A2. Listening to Interact: interpret messages accurately while interacting in the target language for a variety of purposes and with diverse audiences;

A3. Intercultural Understanding: demonstrate an understanding of information in oral texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

A1. Listening to Understand

By the end of this course, students will:

A1.1 Using Listening Comprehension Strategies: identify a range of listening comprehension strategies and use them before, during, and after listening to understand simple and complex oral texts in the target language *(e.g., use contextual cues to make inferences while listening; listen for key words indicating sequence to help them retell a story in the correct order; generate mental images while listening to help them retain information; use a summary chart to record key ideas after a discussion; formulate questions after listening to a presentation to prompt the speaker to clarify information)*

Teacher prompts: "As you listen, try to identify contextual cues that will help you infer what the message is about. What can you hear in the background, for example, that tells you where the dialogue is located?" "As you listen, generate a mental image of what you hear. What kinds of images will help you remember a sequence of events or a list of items, for example?"

A1.2 Demonstrating Understanding: demonstrate an understanding of the purpose and meaning of oral texts in the target language that contain information and ideas about a variety of topics, with contextual and visual support as appropriate *(e.g., list language structures used to express emotions or desires in an authentic folk tale read aloud; summarize key ideas and list supporting details in an oral report about current issues of importance to First Nations, Métis, and Inuit peoples; infer the product being promoted in a radio commercial; identify key phrases in a pre-recorded airport or airplane announcement; create an advertisement or a poster for a community event, using information heard in an announcement; identify the main concerns and solutions presented in a webcast or podcast about an environmental issue)*

Teacher prompts: "What were the most important ideas in this report? What details supported each idea?" "What key phrases did the announcement contain? What makes them important?"

A2. Listening to Interact

By the end of this course, students will:

A2.1 Using Interactive Listening Strategies: identify and use a range of interactive listening strategies to suit a variety of situations while participating in social interactions and interactions about everyday matters in the target language *(e.g., use culturally appropriate body language and facial expressions to acknowledge the ideas of others; use vocal prompts to signal interest in a personal account shared by a peer; paraphrase a peer's point of view to demonstrate and confirm their understanding during a conversation; ask the teacher or a peer to repeat or clarify* *feedback during a conference; ask questions and offer comments to elicit more information from a speaker)*

Teacher prompt: "While you are listening to the other speaker in an interaction, think of questions you would like to ask. At what point should you ask them?"

A2.2 Interacting: respond with understanding to what others say while participating in structured and some open-ended interactions in the target language about a variety of topics, with contextual and visual support as appropriate *(e.g., with a peer, improvise an interview between a staff member and a student about applying for a school co-op placement; respond to the ideas of others during a discussion about community leadership and community service; offer an opinion in response to a peer's description of the positive and negative aspects of social networking; agree or disagree with others in a debate about the effectiveness of advertisements promoting a destination where the target language is spoken; ask questions to elicit additional information in a round-table discussion about an environmental issue such as food security or a social issue such as mental health and well-being; respond to a peer's point of view in a group discussion about access to housing and social services in a target-language community)*

Teacher prompts: "Imagine you are being interviewed for a co-op placement at a workplace that interests you. Listen carefully to the questions to determine what kinds of information the interviewer wants. How can you make the best impression?" "What sorts of questions are you likely to be asked when applying for housing at a postsecondary institution?"

A2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after listening;
(b) identify their areas of greater and lesser strength as listeners, and plan steps they can take to improve their listening skills *(e.g., describe the strategies they use most often to clarify a speaker's message, and set goals to improve them or develop new ones; describe a situation in which a specific listening strategy was or was not helpful, and plan to modify it or apply it to new contexts)*

Teacher prompt: "What works or doesn't work well in the listening strategies you use most often? How might you improve them?"

A3. Intercultural Understanding

By the end of this course, students will:

A3.1 Intercultural Awareness: using information from oral texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., record key ideas presented in an oral report about an artist, an inventor, a musician, or a historical figure from a target-language community, using a graphic organizer; listen to a radio program about youth culture in a target-language community and make connections to their own community; after listening to an audio webcast, answer questions about a social or environmental issue related to a target-language community and make connections to an issue related to a First Nations, Métis, or Inuit community; listen to a news report to determine the relationships between various cultural groups in a target-language community)*

Teacher prompts: "What did you learn about this person? What do you think the information reveals about the target-language culture?" "How is youth culture different in your community and in the target-language community? How is it the same? How does identifying those differences and similarities help you to understand another culture?" "How are environmental issues in the target-language community similar to and different from environmental issues in your community?"

A3.2 Awareness of Sociolinguistic Conventions: using information from oral texts in the target language, identify and demonstrate an understanding of sociolinguistic conventions used in a variety of situations in diverse communities where the target language is spoken *(e.g., identify regional variations in pronunciation and accent; identify some idiomatic and colloquial expressions in a target-language interview or speech; listen to the language register of two speakers to determine whether their relationship is familiar or unfamiliar; listen to news reports from a variety of target-language communities to distinguish between urban and rural language register)*

Teacher prompt: "What elements of speech might help you identify how well two speakers know each other? What are some ways that the relationship of speakers influences the language they use?"

B. SPEAKING

OVERALL EXPECTATIONS

By the end of this course, students will:

B1. Speaking to Communicate: communicate information and ideas orally in the target language, using a range of speaking strategies, appropriate language structures, and level-appropriate language suited to the purpose and audience;

B2. Speaking to Interact: participate in spoken interactions in the target language for a variety of purposes and with diverse audiences;

B3. Intercultural Understanding: in their spoken communications in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

B1. Speaking to Communicate

By the end of this course, students will:

B1.1 Using Oral Communication Strategies: identify a range of speaking strategies and use them to express themselves clearly and coherently in the target language for various purposes and to a variety of audiences *(e.g., rehearse a speech in front of a small group of peers before delivering it to the class; practise delivering lines in front of a mirror before a role play; use personal anecdotes to engage their audience; use audio-visual aids to supplement and enhance a presentation; use familiar and newly acquired phrases and sentences in new speaking contexts)*

Teacher prompts: "What effect does rehearsing your message have on your speaking skill and your satisfaction with your performance?" "What can you do to ensure that audio-visual material will support your presentation rather than distract your audience?"

B1.2 Producing Oral Communications: produce rehearsed, some detailed, and spontaneous messages in the target language to communicate information and ideas about a variety of topics, with contextual, auditory, and visual support as appropriate *(e.g., describe past and present activities, interests, and plans for the future; present a critique of a graphic novel or video game; deliver a presentation on a cultural event, using visual aids and notes; retell a children's story; create and perform a new verse for a traditional target-language song; compose and deliver a public service announcement about a product recall; present a summary of a current or proposed environmental project, such as mining, forestry, wind turbine farms, or clean water access, in a country where the target language is spoken; describe the skills necessary to complete an internship, work placement, or study-abroad term successfully)*

Teacher prompts: "What activities interest you? How do they affect your plans for the future? Share an example." "What information is essential to include in a product recall? How can you make sure that your listeners get the details they need from your announcement?"

B1.3 Speaking with Fluency: speak with a smooth pace, appropriate intonation, and standard pronunciation in rehearsed and spontaneous communications in the target language about a variety of topics *(e.g., recite tongue twisters accurately at different rates and with different emphases; role-play with expression a scene from a book or play that the class is reading; recite a memorized poem expressively; use pauses and intonation for emphasis when delivering a presentation; express personal preferences with ease in a conversation with a peer)*

Teacher prompts: "What is the effect of reciting a tongue twister at different speeds? What happens with different emphases? How do these changes affect your pronunciation and pace?" "How might you use tone of voice to affect your listener as you recite a poem?"

B1.4 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their meaning clearly in the target language

B2. Speaking to Interact

By the end of this course, students will:

B2.1 Using Conversation Strategies: identify and use a range of conversation strategies to suit a variety of formal and informal situations while participating in simple and some detailed spoken interactions in the target language *(e.g., use verbal and non-verbal communication to encourage others to join a conversation; agree or disagree politely using appropriate expressions; make respectful suggestions for next steps in group work; repeat or rephrase their message when a peer has not understood it)*

Teacher prompts: "What are some polite ways to express disagreement?" "How can you make sure that each member of your group feels heard?"

B2.2 Interacting: engage in structured and spontaneous spoken interactions in the target language about a variety of topics, with teacher modelling and support as appropriate *(e.g., share career ideas in a small group; survey classmates and community members about an environmental issue such as whether to build an oil pipeline; exchange opinions with a peer about a school issue such as homework expectations; with a partner, role-play bargaining in a marketplace; in a small group, discuss some pros and cons of purchasing certain furniture, appliances, and other goods for a college or university residence)*

Teacher prompts: "When exchanging opinions with a peer, how might you demonstrate respect for your partner's opinion while asserting your own view? Give an example." "What questions would you ask when bargaining? What expressions might you use to get a better price from the vendor?"

B2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after speaking to communicate effectively;
(b) identify their areas of greater and lesser strength as speakers, and plan steps they can take to improve their speaking skills *(e.g., describe the strategies they find most helpful when contributing to a group discussion; plan to reflect on feedback from peers and the teacher on revising the form of their spoken messages; keep track of sounds and vocabulary that have given them difficulty and seek opportunities to practise them; plan to use a checklist to help them monitor their participation in a debate)*

Teacher prompt: "What aspects of speaking do you find most difficult? How can you improve them?"

B3. Intercultural Understanding

By the end of this course, students will:

B3.1 Intercultural Awareness: communicate information orally in the target language about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., deliver a presentation on the significance of a specific cultural attraction in a country or region where the target language is spoken; introduce a music video from a country where the target language is spoken, noting typical linguistic and national characteristics; dramatize a traditional target-language story; apply their knowledge of customs, attitudes, values, and beliefs in a region where the target language is spoken to describe how to deal with issues that might arise during travel)*

Teacher prompts: "Why did you select this particular attraction? How does it reflect the culture of the region?" "Why is it important to be aware of the cultural characteristics of a country or region where you are travelling? Give an example."

B3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in spoken interactions in the target language *(e.g., use appropriate expressions to make a request or ask for information in a role play of an informal spoken interaction such as a telephone call; use appropriate body language and gestures when addressing a culturally diverse audience; use idiomatic interjections to indicate hesitation during group work; incorporate phrases and expressions related to customer-service etiquette into a skit set in a restaurant or store)*

Teacher prompts: "What spoken social convention might you use in an informal telephone call?" "As you prepare your skit, think of typical ways that a customer asks for service in a restaurant or a store. What expression would politely get the attention of a salesperson, for example? As the salesperson, what questions would you ask the customer?"

C. READING

OVERALL EXPECTATIONS

By the end of this course, students will:

C1. Reading Comprehension: determine meaning in a variety of texts in the target language, using a range of reading comprehension strategies;

C2. Purpose, Form, and Style: identify the purpose(s), characteristics, and aspects of style of a variety of adapted and authentic text forms, including fictional, informational, graphic, and media forms;

C3. Intercultural Understanding: demonstrate an understanding of information in texts in the target language about aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of sociolinguistic conventions in the target language used in a variety of situations and communities.

SPECIFIC EXPECTATIONS

C1. Reading Comprehension

By the end of this course, students will:

C1.1 Using Reading Comprehension Strategies: identify a range of reading comprehension strategies and use them before, during, and after reading to understand simple texts and some complex adapted and authentic texts in the target language, in various reading contexts *(e.g., identify familiar words and cognates to support their understanding of the text; use their knowledge of typical text features to predict the text form; draw on personal experience to help them understand a character's motivation; use various visual cues to confirm their interpretation of a text; ask questions to guide their exploration of a text; refer to a concept map to identify important information and ideas in a text)*

Teacher prompt: "What questions might help you determine the motivation of the character as you read? What does your own experience tell you about the character's motivation?"

C1.2 Reading for Meaning: demonstrate an understanding of information and ideas in a variety of texts in the target language, including simple texts and some complex adapted and authentic texts, with teacher support as appropriate *(e.g., retell in correct sequence the events described in a novel extract; role-play a scene from a graphic novel; summarize key ideas in a legend or fable, using drama or dance; in a T-chart, categorize facts and opinions extracted from a newspaper or magazine advertisement or article; mime a procedure such as getting to a landmark or assembling a piece of furniture, after reading instructions from a classmate; explain their reasons for agreeing or disagreeing with the point of view expressed in a magazine article or blog; outline key points of a journal article about demographic change and cultural evolution as a result of immigration)*

Teacher prompts: "Which of the arguments in this article or blog did you find persuasive? Why? Which parts did you disagree with? As you respond, remember to support your opinion by referring to relevant parts of the text." "What did this article note about changes in recent generations of diaspora communities in Ontario and elsewhere? What points did the article make about connections to first-language cultures?"

C1.3 Reading with Fluency: read texts in the target language at a sufficient rate and with sufficient ease to demonstrate that they understand the overall sense of the text *(e.g., in response to feedback from a partner, adjust pronunciation, intonation, and pace while reading aloud; accurately pronounce previously encountered words while reading aloud; vary their tone and expression to suit the character while reading in role)*

Teacher prompt: "What elements of the text did you find difficult to read aloud? Did your listener find them difficult to understand as well? How can you adjust your reading pace and intonation to communicate the message more clearly?"

C1.4 Developing Vocabulary: use a range of vocabulary-acquisition strategies before, during, and after reading to determine or confirm the meaning of new, unfamiliar, or recently learned words *(e.g., use knowledge of a root or word within a compound word to infer the meaning of the whole compound; consult dictionaries, thesauri, and online reference resources to extend and enhance their vocabulary; identify synonyms and antonyms for familiar words encountered while reading, and keep a notebook to build vocabulary; create a personal lexicon of recently learned words, including jargon and slang in online messaging and terms found in resource materials and school documents; consolidate their vocabulary acquisition by using memory aids, visualization techniques, and/or thematic lists of key concepts)*

Teacher prompts: "How can you use familiar vocabulary to build new vocabulary?" "What familiar smaller word can you see inside the larger word? How does your knowledge of its meaning help you find the meaning of the new word?"

C2. Purpose, Form, and Style

By the end of this course, students will:

C2.1 Purposes and Characteristics of Text Forms: identify the purpose(s) and characteristics of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how the characteristics help communicate the meaning *(e.g., personal opinion and anecdotes in a travelogue convey a sense of adventure; familiar characters in a fiction series allow the reader to make connections with recurring themes and storylines; diagrams and troubleshooting tips in an owner's manual teach the consumer how to use a product; pictures and descriptions in a flyer or leaflet promote products or events; the use of a grid, icons, and colour in a calendar organizes information in a visual form)*

Teacher prompts: "How is this travelogue typical of the text form? How do its characteristics capture your imagination?" "What kinds of information does this owner's manual highlight? Why?"

C2.2 Text Features and Elements of Style: identify some features and stylistic elements of a variety of text forms, including fictional, informational, graphic, and media forms, and explain how they help convey the meaning *(e.g., alliteration and repetition emphasize particular themes in a poem; headlines, descriptive language, and photographs in a newspaper allow the reader to find important events or stories of personal interest quickly; tables and diagrams convey information concisely in a report; bold type and icons identify important dates in a calendar; photographs and statistics on a sports team's website help the fan identify players)*

Teacher prompts: "What features make it easy to find stories of interest in this newspaper?" "Why do you think the poet chooses to repeat this word?"

C2.3 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after reading to understand texts;
(b) identify their areas of greater and lesser strength as readers, and plan steps they can take to improve their reading skills *(e.g., keep a reading log to track their use of strategies and identify the most effective ones; confer with the teacher to develop new strategies to help them better understand challenging texts; reflect on how to select strategies for different purposes; plan to increase gradually the time they spend reading target-language texts in order to build stamina; plan to read fiction to expand their vocabulary)*

Teacher prompts: "As you look through your reading log, which strategies do you find you used most often? Why do you think that is? Were there any that you used only infrequently but that worked well?" "When you read a newspaper, what strategy could you use to find the stories that interest you? Would you use a different strategy when reading a magazine? Why or why not?"

C3. Intercultural Understanding

By the end of this course, students will:

C3.1 Intercultural Awareness: using information from a variety of texts in the target language, identify communities where the target language is spoken, find out about aspects of their cultures, and make connections to personal experiences and their own and other communities *(e.g., research an interesting cultural aspect of a country or region where the target language is spoken, and report their findings; compare the ingredients in and cultural significance of recipes from various target-language communities; identify the currency used in a target-language community and compare the cost of some everyday products in that community to their cost in Ontario; analyse the actions and choices of a character in a target-language short story in terms of the social and cultural norms of his or her community; research a career* *or trade for which knowledge of the target language is an asset, and deliver their findings in a multimedia presentation; decode clues prepared by classmates in a cultural scavenger hunt; plan and budget for a trip after reading tourism literature about a region where the target language is spoken)*

Teacher prompt: "What careers or trades value knowledge of other languages? Why are they relevant?"

C3.2 Awareness of Sociolinguistic Conventions: identify, in level-appropriate texts in the target language, examples of sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken *(e.g., compare the level of formality in letters by writers from two different age groups; identify words and expressions used in particular countries or regions in short stories, magazine articles, poems, or blogs; identify puns in headlines from international target-language newspapers; identify examples of how the target language is used persuasively in advertisements from different countries or regions)*

Teacher prompt: "Which expressions in these letters suggest that the writers are of different ages? Which letter is more formal?"

D. WRITING

OVERALL EXPECTATIONS

By the end of this course, students will:

D1. Purpose, Audience, and Form: write texts in the target language for different purposes and audiences, using a variety of forms and knowledge of language structures and conventions of the written language appropriate for this course;

D2. The Writing Process: use the stages of the writing process – including pre-writing, producing drafts, revising, editing, and publishing – to develop and organize content, clarify ideas and expression, correct errors, and present their written work in the target language effectively;

D3. Intercultural Understanding: in their written work in the target language, demonstrate an awareness of aspects of culture in diverse communities where the target language is spoken and other communities around the world, and of the appropriate use of sociolinguistic conventions in the target language in a variety of situations.

SPECIFIC EXPECTATIONS

D1. Purpose, Audience, and Form

By the end of this course, students will:

D1.1 Identifying Purpose and Audience: determine, with some support from the teacher, their purpose for writing and the audience for texts in the target language they plan to create *(e.g., to compose a follow-up e-mail thanking a guest speaker for a presentation on bullying prevention; to review fashion trends or new technology for the school newspaper; to produce a brochure promoting the value for adolescents of learning an international language; to report on a sports game or an arts performance in a letter to a community magazine; to produce a blog entry criticizing discriminatory language and its effects on school culture; to summarize for younger students the results of a survey of student attitudes towards diversity and equity; to write a proposal requesting support from the school parent's council for a school environmental initiative)*

Teacher prompts: "Considering your audience, what text form will best suit your purpose of promoting the value of language learning? Why?" "How will you adjust the language you use to summarize the survey in order to appeal to younger readers?"

D1.2 Writing in a Variety of Forms: write a variety of level-appropriate texts in the target language, applying their knowledge of several structural and stylistic elements of each form *(e.g., a class word web identifying an environmental problem and possible solutions; an original fairy tale; a rap or song lyrics describing a social issue that affects adolescents, such as mental health and well-being; a captioned photo essay illustrating a current event or topic of personal interest; a storyboard for a short autobiographical film or documentary)*

Teacher prompts: "What is significant about the event your photo essay is illustrating? How can you choose images that will communicate the significant points to your audience? How can you make your captions complement and enhance the photos?" "What kinds of written directions can you add to your storyboard to explain and supplement the pictures?"

D1.3 Applying Language Knowledge: use language structures and conventions appropriate for this course (see the Language Knowledge chart for international languages in Appendix B) to communicate their intended meaning in written work in the target language

D2. The Writing Process

By the end of this course, students will:

D2.1 Generating, Developing, and Organizing Content: generate, develop, and organize ideas for writing in the target language, using a range of pre-writing strategies and resources, during modelled, shared, guided, and independent writing activities *(e.g., keep a journal of possible writing topics; participate in a small-group discussion to generate ideas for an opinion piece; use rapid writing to generate ideas and record relevant vocabulary; use the five W questions to prepare an outline for a news report; use a "plus, minus, interesting" organizer to help them classify ideas; use a graphic organizer to sort key points and supporting details into logical order for an expository essay; create a chart to categorize the types of information to include in a movie or video game review)*

Teacher prompts: "What are three key points that you want to communicate in your essay? What three details might you include to support each point? How will you organize your ideas logically?" "Before you write a movie review, think about yourself as the reader. What do you need to know? What would you like to know? What will persuade you to see or not see the movie?"

D2.2 Drafting and Revising: plan and produce drafts in the target language, and revise their writing using a variety of teacher-directed and independently selected strategies *(e.g., produce a draft of a report following the order of the main ideas and supporting details in their outline; use a list of teacher- and student-generated questions as a guide when correcting spelling and punctuation in their written work; identify words and expressions they use frequently, and integrate new vocabulary into their text to avoid repetition and enrich the language; reread a draft to determine whether the transitions between ideas are clear, and add, delete, or reorganize information as necessary; review peer editing of their draft to help them assess the clarity of its message; consult online and print resources while revising and editing)*

Teacher prompt: "What information could you add to your draft to make the message clearer? How could you improve the transitions between ideas? How might you reorder the sequence of ideas?"

D2.3 Producing Finished Work: make improvements to enhance the clarity and readability of their written work in the target language, and use a range of elements of effective presentation to produce a polished product for publication *(e.g., add appropriate visual elements to reinforce key ideas; add organizational elements such as textboxes, sidebars, and effective spacing to highlight key information in a report; check that their use of punctuation is correct and consistent with their meaning; choose design features that support the message of their text)*

Teacher prompt: "Think about both the text and the space on a page. Where does the reader need to pause to absorb a key idea? How can you use space to highlight the importance of the information?"

D2.4 Metacognition:
(a) describe a range of strategies they found helpful before, during, and after writing;
(b) identify their areas of greater and lesser strength as writers, and plan steps they can take to improve their writing skills *(e.g., identify the technique they find most helpful for proofreading their own written work; describe the benefits of exchanging writing ideas with a peer in a conference; describe the effectiveness of various resources they consult when correcting written work, such as the teacher, peers, and print and online references; reflect on their ability as a writer in the target language; plan to incorporate newly acquired vocabulary in future writing tasks)*

Teacher prompts: "Which types of resources do you find most effective when you are correcting your work? How might some resources be unreliable?" "Describe your proofreading technique. How might you improve it?" "What new idea or approach to writing did you learn when you exchanged ideas with a peer?"

D3. Intercultural Understanding

By the end of this course, students will:

D3.1 Intercultural Awareness: in their written work in the target language, communicate information about communities where the target language is spoken, including aspects of their cultures and their contributions to the world, and make connections to personal experiences and their own and other communities *(e.g., create a multimedia text about target-language communities in Canada, identifying their contributions to diversity; in blog entry, describe some interesting customs and traditions in a target-language community; create an FAQ section for a school website for students who are newcomers to Canada; write a film script or play about an important environmental or social issue in a country where the target language is spoken; create an advertisement to promote learning the target language, highlighting some of its features; create a poster highlighting the cuisine of a country or region where the target language is spoken)*

Teacher prompts: "How have target-language communities enriched Canada?" "What information might you include in your advertisement outline to reinforce your message? Describe a persuasive way to present it."

D3.2 Awareness of Sociolinguistic Conventions: identify sociolinguistic conventions associated with a variety of social situations in diverse communities where the target language is spoken, and use them appropriately in their written work in the target language *(e.g., use appropriate salutations and levels of formality when writing invitations for a special event to friends, the school principal, teachers, or a local government official; incorporate regional or national idiomatic expressions into a script for a commercial; conduct online research to identify regional expressions, and compare them to expressions specific to their own community in a summary chart; create a storyboard or write a skit highlighting ways in which expressions with the same meaning vary from region to region; write menus, including prices, for different types of eating establishments in a target-language community)*

Teacher prompts: "In what ways can regional expressions be surprising or confusing to a non-native speaker? What example can you give? How do such expressions expand your cultural knowledge?" "What are some similarities or differences between common target-language expressions and expressions used in your own community? What did you find interesting about the differences, and what do you think they reveal about the cultures?"

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APPENDIX A: CLASSICAL STUDIES

Latin – Language Knowledge

The chart that follows shows the grammatical structures and language conventions that students are expected to recognize and apply correctly in activities done in all four strands: Oral Communication, Reading, Writing, and Intercultural Understanding. As students progress through the three levels, they will build on language knowledge gained in the previous course(s) – for example, they will recognize the use of grammatical elements in new contexts and apply them in more complex constructions. The chart indicates a continuum of learning – that is, initial development, consolidation, and refinement* – through the three levels, and highlights key elements for assessment and evaluation at each level.

It should be noted that students' familiarity with the grammatical concepts will vary according to the text and materials used in the classroom. Students are therefore expected to recognize and use only those concepts that have been introduced in the text used for each level. The study of vocabulary and word derivation will also vary with the text used.

Latin – Language Knowledge

	Language Structures and Conventions KEY: I – Initial development; C – Consolidation; R – Refinement	Level 1	Level 2	Level 3
Nouns	• all cases – nominative, genitive, dative, accusative, vocative, ablative	I	C	R
	• numbers – singular, plural	I	C	R
	• all genders – masculine, feminine, neuter	I	C	R
	• all five declensions	I	C	R
	• some irregular nouns (e.g., *vis*)			I/C/R
Pronouns	• personal pronouns (e.g., *ego, tu, nos, vos*) – all cases, numbers, and genders	I	C	R
	• demonstrative pronouns (e.g., *hic, ille, is*) – all cases, numbers, and genders	I	C	R
	• relative pronouns (e.g., *qui, quae, quod*) – nominative and accusative cases	I		
	• relative pronouns (e.g., *qui, quae, quod*) – all cases, numbers, and genders		C/R	R
	• interrogative pronoun (*quis*) – all cases, numbers, and genders	I	C	R
	• intensive pronouns (e.g., *ipse, ipsa*) – all cases, numbers, and genders			I/C/R

(continued)

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*At the **initial development** stage, students recognize fundamental language structures and conventions and use them in simple oral and written contexts. At the **consolidation** stage, students recognize and use the language structures and conventions when listening, speaking, reading, and writing. At the **refinement** stage, students use the language structures and conventions in all contexts with greater accuracy and sophistication.

Latin – Language Knowledge *(continued)*

	Language Structures and Conventions **KEY: I** – Initial development; **C** – Consolidation; **R** – Refinement	**Level 1**	**Level 2**	**Level 3**
	• reflexive pronouns (e.g., *me, te, se*) – all cases, numbers, and genders			I/C/R
Verbs	• present, imperfect, perfect, and pluperfect tenses – indicative mood, active voice	I	C	R
	• principal parts of verbs (e.g., *ambulo, ambulare, ambulavi, ambulatum*)	I	C	R
	• compound verbs (e.g., *advenio [ad + venio], absum [ab + sum]*)	I	C	R
	• auxiliary verbs with infinitives (e.g., *nolo, volo, possum*)	I	C	R
	• present, imperfect, perfect, and pluperfect tenses – subjunctive mood, active voice		I/C	C/R
	• present, imperfect, perfect, and pluperfect tenses – passive voice		I/C	C/R
	• deponent verbs – present, imperfect, perfect, and pluperfect tenses; indicative mood (e.g., *conor, conabar, conatus sum, conatus eram*)		I/C	C/R
	• principal parts of deponent verbs (e.g., *conor, conari, conatus sum*)		I/C	C/R
	• participles – present active (e.g., *ambulans, ambulantes*); perfect passive (e.g., *ambulatus, ambulata, ambulatum*); perfect active (e.g., *conatus, conata, conatum*); future active (e.g., *ambulaturus, ambulatura, ambulaturum*)		I/C	C/R
	• all the above forms in irregular verbs (e.g., *sum, possum, volo, nolo*)		I/C	C/R
	• imperative mood		I	C/R
	• perfect tense – infinitive mood		I	C/R
	• future tense – indicative and infinitive moods; active and passive voices; in regular, irregular, and deponent verbs (e.g., *ambulabo*)			I/C/R
	• future perfect tense – indicative mood; active and passive voices; in regular, irregular, and deponent verbs (e.g., *ambulavero*)			I/C/R
	• gerunds and gerundives (e.g., *ambulandum*)			I/C/R

(continued)

Latin – Language Knowledge *(continued)*

	Language Structures and Conventions KEY: I – Initial development; C – Consolidation; R – Refinement	Level 1	Level 2	Level 3
	• impersonal verbs (e.g., *licet*, *taedet*)			I/C/R
Adjectives	• first, second, and third declensions – all cases, numbers, and genders	I	C	R
	• agreement (e.g., *puer laetus*, *puella laeta*)	I	C	R
	• positive, comparative, and superlative degrees (e.g., *laetus*, *laetior*, *laetissimus*)	I	C	R
Adverbs	• positive degree of adverbs formed from first, second, and some third declension adjectives (e.g., *fortiter* from *fortis*)	I	C	R
	• irregular adverbs (e.g., *bene*, *plus*)	I	C	R
	• comparative and superlative degrees (e.g., for *fortiter: fortius*, *fortissime*)		I/C	C/R
Prepositions	• prepositions (e.g., *ad*, *ab*, *super*, *sub*, *trans*)	I	C	R
Conjunctions	• coordinating conjunctions (e.g., *et*, *sed*, *atque*)	I	C	R
	• subordinating conjunctions (e.g., *quando*, *dum*, *cum*, *si*)		I/C	C/R
Syntax	• word order	I	C	R
	• subject-verb agreement	I	C	R
	• implied subject-verb agreement		I/C	R
	• nominative case – subject, subjective completion	I	C	R
	• genitive case – possession, description	I	C	R
	• genitive case – partitive genitive			I/C/R
	• dative case – indirect object, dative of interest, direct object with specific verbs	I	C	R
	• dative case – dative of possession (especially with *sum*)			I/C/R
	• accusative case – direct object of verbs, object of prepositions	I	C	R
	• accusative case – accusative of extent of time and space		I/C	C/R
	• vocative case – address	I	C	R
	• ablative case – object of prepositions	I	C	R

(continued)

	Language Structures and Conventions **KEY: I** – Initial development; **C** – Consolidation; **R** – Refinement	**Level 1**	**Level 2**	**Level 3**
	• ablative case – ablative of time, of means, of agent		I/C	C/R
	• the ablative absolute construction		I/C	C/R
	• uses of the subjunctive – *cum* clauses; result clauses; indirect commands; indirect questions; purpose clauses		I/C	C/R
	• uses of the subjunctive – clauses of fearing; jussive, deliberative, and conditional clauses			I/C/R
	• choice and use of prepositions		I/C	C/R
	• choice and use of conjunctions		I/C	C/R
	• subordinate clauses (e.g., relative clauses, participial clauses, temporal clauses)		I/C	C/R
	• indirect statements			I/C/R
	• conditional clauses with indicative and subjunctive moods			I/C/R
	• poetic word order			I/C/R
Literary Elements	• literary devices (e.g., allusion, metaphor, apostrophe, hyperbole, chiasmus)			I/C/R
	• scansion/metre (e.g., dactylic hexameter, elegiac couplet)			I/C/R
Other Elements	• alphabet and pronunciation	I	C	R
	• cardinal and ordinal numbers	I	C	R
	• punctuation	I	C	R
	• capitalization	I	C	R
	• interrogative sentences with *num*, *nonne*, *-ne*	I	C	R
	• interjections (e.g., *hercle*, *eheu!*)	I	C	R

Ancient Greek – Language Knowledge

The chart that follows shows the grammatical structures and language conventions that students are expected to recognize and apply correctly in activities done in all four strands: Oral Communication, Reading, Writing, and Intercultural Understanding. As students progress through the three levels, they will build on language knowledge gained in the previous course(s). For example, they will recognize the use of grammatical elements in new contexts and apply them in more complex constructions. The chart indicates a continuum of learning – that is, initial development, consolidation, and refinement* – through the three levels, and highlights key elements for assessment and evaluation at each level.

It should be noted that students' familiarity with the grammatical concepts will vary according to the text and materials used in the classroom. Students are therefore expected to recognize and use only those concepts that have been introduced in the text used for each level. The study of vocabulary and word derivation will also vary with the text used.

Ancient Greek – Language Knowledge

	Language Structures and Conventions **KEY: I** – Initial development; **C** – Consolidation; **R** – Refinement	**Level 1**	**Level 2**	**Level 3**
Nouns	• all cases – nominative, genitive, dative, accusative, vocative	I	C	R
	• numbers – singular and plural	I	C	R
	• number – dual			I/C/R
	• all genders – masculine, feminine, neuter	I	C	R
	• first, second, and third declensions (regular)	I	C	R
	• some common irregular nouns	I	C	R
	• less common irregular nouns (e.g., πρέσβυς)			I/C/R
Pronouns	• personal pronouns (e.g., ἐγώ, σύ, ἡμεῖς) – all cases, numbers, and genders	I	C	R
	• reflexive pronouns (e.g., ἐμαυτοῦ, ἡμᾶς αὐτούς) – all cases, numbers, and genders	I	C	R
	• relative pronouns (e.g., ὅς, ἥ, ὅ) – all cases, numbers, and genders	I	C	R
	• interrogative pronouns (e.g., τίς, τί) – all cases, numbers, and genders	I	C	R
	• indefinite pronouns (e.g., τις, τι) – all cases, numbers, and genders	I	C	R
	• possessive pronouns (e.g., ἐμός, σός) – all cases, numbers, and genders	I	C	R

(continued)

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* At the **initial development** stage, students recognize fundamental language structures and conventions and use them in simple oral and written contexts. At the **consolidation** stage, students recognize and use the language structures and conventions when listening, speaking, reading, and writing. At the **refinement** stage, students use the language structures and conventions in all contexts with greater accuracy and sophistication.

Ancient Greek – Language Knowledge *(continued)*

	Language Structures and Conventions **KEY:** I – Initial development; C – Consolidation; R – Refinement	Level 1	Level 2	Level 3
	• reciprocal pronouns (e.g., ἀλλήλων) – all cases, numbers, and genders			I/C/R
Verbs	• regular and contract verbs ending in -ω: present, imperfect, perfect, and first and second aorist tenses – indicative mood; active voice (e.g., τιμᾷς, ἔλυσα)	I	C	R
	• regular and contract verbs ending in -ω: present infinitive, active voice	I	C	R
	• regular and contract verbs ending in -ω: present participle and first and second aorist participles – all cases, numbers, and genders; active voice (e.g., τιμῶν, -ῶσα, -ῶν; λύσας, -ασα, -αν)	I	C	R
	• irregular verb εἰμί: present and imperfect tenses – indicative mood; active voice	I	C	R
	• regular and contract verbs ending in -ω: pluperfect and future tenses – indicative mood; active voice		I/C	C/R
	• regular and contract verbs ending in -ω: imperative mood – present and aorist		I/C	C/R
	• regular and contract verbs ending in -ω: the middle voice – present and aorist indicative, imperative, and infinitive; imperfect and future indicative; present and aorist participles (e.g., τιμήσομαι, ἐλυσάμην)		I/C	C/R
	• regular and contract verbs ending in -ω: passive voice – present and aorist indicative, imperative, and infinitive; imperfect and future indicative; present and aorist participles (e.g., τιμηθήσομαι, ἐλύθην)		I/C	C/R
	• -μι verbs: present, aorist, and future tenses – indicative, imperative, and infinitive moods; active, middle, and passive voices (e.g., δίδωμι)		I/C	C/R
	• regular and contract verbs ending in -ω: future participle – all cases, numbers, and genders; active, middle, and passive voices (e.g., λύσων, -ουσα, -ον; λυσόμενος, -η, -ον; λυθησόμενος, -η, -ον)		I/C	C/R
	• the subjunctive mood		I/C	C/R
	• the optative mood		I/C	C/R
	• principal parts of verbs (e.g., λύω, λύσω, ἔλυσα, λέλυκα, λέλυμαι, ἐλύθην)		I/C	C/R
	• irregular verbs (e.g., γιγνώσκω)			I/C/R

(continued)

Ancient Greek – Language Knowledge *(continued)*

	Language Structures and Conventions KEY: I – Initial development; C – Consolidation; R – Refinement	Level 1	Level 2	Level 3
	• impersonal verbs (e.g., δόκει)			I/C/R
Adjectives	• first, second, and third declensions – all cases, numbers, and genders	I	C	R
	• agreement with nouns, pronouns	I	C	R
	• positive, comparative, and superlative degrees (e.g., σοφός, σοφώτερος, σοφώτατος; κακός, κακίων, κάκιστος)	I	C	R
	• interrogative, demonstrative, and possessive adjectives	I	C	R
	• attributive and predicate position		I/C	C/R
	• some irregular adjectives (e.g., μέγας, πολύς)			I/C/R
Adverbs	• positive degree (e.g., σοφῶς, εὐδαιμόνως)	I	C	R
	• comparative and superlative degrees (e.g., σοφώτερον, σοφώτατα)		I/C	C/R
	• some irregular adverbs (e.g., καλῶς, κάλλιον, κάλλιστα; εὖ, ἄμεινον, ἄριστα)		I/C	C/R
Prepositions	• prepositions (e.g., ἀνά, ἀπό, εἰς, ἐκ, ἐν, διά, μετά, παρά, περί, πρός, ὑπό)	I	C	R
Conjunctions	• coordinating conjunctions (e.g., καί, ἀλλά, γάρ)	I	C	R
	• subordinating conjunctions (e.g., ὅτι, ἵνα)	I	C	R
Syntax	• nominative case – subject, subjective completion	I	C	R
	• genitive case – genitive of possession, of time within which; partitive genitive; genitive used with adjectives, with prepositions, with verbs	I	C	R
	• dative case – indirect object; dative of means, of respect, of time when, of possession (especially with εἰμί); dative used with adjectives, with prepositions, with verbs	I	C	R
	• accusative case – direct object; accusative of extent of time and space; accusative used with prepositions; adverbial accusative	I	C	R
	• the genitive absolute construction		I/C	C/R

(continued)

Ancient Greek – Language Knowledge *(continued)*

	Language Structures and Conventions **KEY: I** – Initial development; **C** – Consolidation; **R** – Refinement	**Level 1**	**Level 2**	**Level 3**
	• indirect statements and questions with clauses, infinitives, and participles		I/C	C/R
	• choice and use of prepositions (e.g., παρά + genitive, dative, or accusative)		I/C	C/R
	• choice and use of conjunctions (e.g., ἀλλά or δέ)		I/C	C/R
	• uses of the subjunctive – purpose clauses; reported commands; result clauses		I/C	C/R
	• uses of the subjunctive – hortatory, deliberative, and prohibitive subjunctive; clauses of fearing; conditional clauses (future more vivid, present general); indefinite relative and temporal clauses			I/C/R
	• uses of the optative – clauses expressing potential; purpose clauses		I/C	C/R
	• uses of the optative – clauses expressing a wish; conditional clauses (future less vivid, past general); indefinite relative and temporal clauses; indirect speech			I/C/R
Literary Elements	• literary devices (e.g., allusion, metaphor, apostrophe, hyperbole, chiasmus)			I/C/R
	• scansion/metre (e.g., dactylic hexameter, elegiac couplet)			I/C/R
Other Elements	• alphabet and pronunciation	I	C	R
	• definite article – all cases, genders, and numbers	I	C	R
	• syllabification; basic rules for placement of accents; shifts and changes of accents	I	C	R
	• particles and the basic enclitics (e.g., τε, τοι, γε)	I	C	R
	• cardinal and ordinal numbers	I	C	R
	• differences between Attic Greek and Koine	I	C	R

Classical Civilization – Core Concepts and Topics

This chart contains core concepts and topics related to the classical world that students will encounter through various activities in this course. The chart is organized into broad chronological periods to aid in planning. It is recommended that the teacher read across the chart in order to ensure that all core areas are covered in each chronological division. Teachers may supplement and enrich these core concepts and topics according to their expertise and the students' interests and learning needs.

Core Concepts and Topics

Periods	Mythology/Literature	History/Geography	Philosophy/Religion/Science	Material Culture
Bronze Age (c. 2000–1000 BCE)	• types of myth – aetiological (origin) myths *(e.g., Apollo and Daphne, creation of humans)* – creation myths *(e.g., the* Theogony *of Hesiod* – liturgical (religious origin) myths *(e.g., Demeter and Persephone, Athena and Poseidon's struggle over Athens)* – heroic myths *(e.g., Jason and the Argonauts, Theseus, Heracles, Atalanta)* – psyche (psychological) myths *(e.g., Oedipus and Arachne and Athena)* • the Trojan saga as myth *(e.g., selections from Homer's* Iliad*)*	• the physical geography of areas of the ancient Mediterranean world *(e.g., Asia Minor, Greece, Italy, North Africa, Spain, France)* • the physical geography of the Greek territories *(e.g., Peloponnesus, mainland Greece, Crete)* • palaces as social, political, economic, and religious centres *(e.g., Knossos, Mycenae)* • the warrior aristocracy and kingship *(e.g., honour/shame culture; the tyranny of Minos when he pursues Daedalus; the respect commanded by Agamemnon as Anax; the heroic deeds of Achilles and his withdrawal from battle after Agamemnon demands Briseis)*		• palace architecture *(e.g., differences between Minoan and Mycenaean palace architecture, such as the inclusion of a* megaron *and the use of columns)* • burial practices *(e.g., inhumation, cist tombs, tholos tombs)* • material evidence for emergent literacy *(e.g., Linear A and B hieroglyphs, the Phaistos Disc)* • the artistic representation of culture on portable art forms *(e.g., jewellery; figurines; seal stones; death masks such as the Mask of Agamemnon; rhytons)*

(continued)

Core Concepts and Topics *(continued)*

Periods	Mythology/Literature	History/Geography	Philosophy/Religion/Science	Material Culture
Archaic Age (c. 1000–490 BCE)	• the emergence of the Greek alphabet and the growth of literacy • epic poetry *(e.g., selections from Hesiod, Homer)* • lyric poetry *(e.g., selections from Sappho, Alcaeus of Mytilene, Archilochus, Pindar)*	• Greek territorial expansion into Italy, the Black Sea region, Asia Minor • Greek colonization *(e.g., Massalia, Messina, Miletus, Ephesus, Cyrene)* • *poleis* as social, political, economic, and religious centres *(e.g., Athens, Corinth, Olympia, Sparta)* • the social crisis of the *polis* under tyranny *(e.g., populism arising from the championing of the Athenian lower class under Peisistratos, the reforms of Solon as a catalyst for social change)* • xenophobia *(e.g., the social categories of citizen, metic, barbarian)*	• the Pre-Socratics and the rise of natural philosophy, science, and medicine *(e.g., Thales of Miletus, Xenocrates, Hippocrates)* • sacrifice *(e.g., rituals practised at the Eleusinian Mysteries, the Thesmophoria festival, the Panathenaea, and the Olympic Games)* • oracular divination *(e.g., the Oracle at Delphi)*	• demographic and material evidence revealed by burial practices *(e.g., the shift from inhumation to cremation; wealth and social status represented by grave goods; the sex and approximate age of those buried; evidence of plague or warfare revealed by analysis of human remains and grave goods; the use of cinerary vases and sarcophagi)* • the artistic representation of culture on pottery *(e.g., Geometric pottery such as the Dipylon Vase; black-figure pottery; pottery forms such as the krater, kylix, amphora)* • the orientalized style of archaic statuary *(e.g., kouros, kore)*

(continued)

Core Concepts and Topics *(continued)*

Periods	Mythology/Literature	History/Geography	Philosophy/Religion/Science	Material Culture
Classical Age (490–336 BCE)	• the rise of historiography *(e.g., selections from Herodotus, Thucydides)* • drama *(e.g., a complete play or selections from Aeschylus, Sophocles, Euripides, Aristophanes, Menander)* • rhetoric *(e.g., selections from Demosthenes)*	• the rise of democracy and oligarchy • the rise of Pan-Hellenism *(e.g., the impact of the Persian Wars, the founding of the Delian League)* • the destabilization of Greek intercity politics *(e.g., the animosity between Athens and Sparta as a result of the Peloponnesian War)* • the place of women in Greek society *(e.g., the social position of aristocratic Greek women in Athens, education for girls in Sparta)*	• schools of philosophy/science after Socrates *(e.g., Pythagoreanism, Platonism, the Peripatetic school, Stoicism, Epicureanism, scepticism)*	• temple and monumental architecture *(e.g., the introduction of Doric, Ionic, and Corinthian temple orders; the construction of the Propylaea, Parthenon, and Erechtheion on the Acropolis of Athens; the development of the agora as a public meeting space)* • the environmental impact of building projects *(e.g., the effect of the Periclean building program on the Athenian Acropolis)* • the development of the artistic ideal of perfection in Greek statuary and pottery *(e.g., the bronze Charioteer of Delphi, the Doryphoros of Polykleitos, Attic red-figure pottery)*
Hellenistic Age (336–146 BCE)	• the rise of biography, largely from the Roman period *(e.g., selections from Plutarch)*	• the geography of Asia from the Near East to the Indian peninsula • Hellenistic kingship in the Macedonian successor states *(e.g., Seleucid and Ptolemaic kingdoms)* • the political and cultural expansion of the Greek world towards the East *(e.g., Alexander's campaigns)*	• the continuing development of philosophical schools or sects *(e.g., Epicureanism, Stoicism, Cynicism)* and scientific study *(e.g., Erastosthenes' work on geography, Archimedes' work on hydraulics, Hero of Alexandria's work on steam engines)* • the importation of foreign gods and resulting syncretism *(e.g., the identification of Zeus with the Egyptian god Ammon)*	• the shift in artistic emphasis towards emotional expression and political purpose *(e.g., Hellenistic statuary; portraits of Alexander; commemorative monuments such as the Pergamon Altar)* • material evidence from cities in eastern regions that were built by Greeks or Hellenized *(e.g., Alexandria, Pergamon)*

Core Concepts and Topics *(continued)*

Periods	Mythology/Literature	History/Geography	Philosophy/Religion/Science	Material Culture
Republican Rome (c. 509–30 BCE)	• the emergence of the Latin alphabet and Roman literacy • Roman historiography *(e.g., selections from Sallust, Caesar)* • Roman drama *(e.g. a complete play or selections from Plautus, Terence)* • Roman lyric poetry *(e.g. selections from Catullus)* • rhetoric *(e.g., selections from Cicero)*	• the geography of the Italian peninsula and the Western Mediterranean *(e.g., the location of Rome and Carthage)* • Etruscan influence on early Rome *(e.g., the Tarquin dynasty)* • Roman Republican government *(e.g., the cursus* honorum [*course of honours/ public offices*]*, the Law of the Twelve Tables)* • the struggle between plebeians and patricians *(e.g., the reforms and subsequent assassination of the Gracchi brothers)*	• the *numina* and sympathetic magic • Etruscan religious influence *(e.g., the role of augures and haruspices; the development of Roman priesthoods such as the Virgines Vestales and the Pontifex Maximus; the Roman calendar)* • the co-existence of traditional state religion and private religion *(e.g., Roman civic religion such as the cults of Jupiter, Juno, Minerva, Mars; Lares and Penates; the festivals of Saturnalia and Parentalia; the Sibylline Books)*	• Etruscan temple design *(e.g., the Portonaccio Temple at Veii)* • changes in building materials and techniques *(e.g., the use of brick and marble veneer; the development of waterproof cement; the perfection of the arch and keystone; sewage systems such as the Cloaca Maxima)* • culturally distinct burial practices in central Italy *(e.g., Etruscan burials in tumuli, funerary urns, and sarcophagi; cremation at the site of the Roman Forum before 800 BCE, as found in archaeological evidence)*

(continued)

Core Concepts and Topics *(continued)*

Periods	Mythology/Literature	History/Geography	Philosophy/Religion/Science	Material Culture
Imperial Rome (30 BCE–476 CE)	• Roman poetry *(e.g., selections from Horace, Vergil, Ovid)* • Roman historiography *(e.g., selections from Livy, Josephus, Tacitus, Dio Cassius)* • Roman biography *(e.g., selections from Suetonius, Plutarch)* • letters *(e.g., selections from Pliny the Younger)* • satire *(e.g., selections from Horace, Juvenal)*	• imperial government *(e.g., the role of the emperor, the political characteristics of the Principate)* • social, political, and economic developments in and challenges to the *Pax Romana* *(e.g., the Roman border system, Germania, Trajan's wars of expansion into Dacia and Parthia, the construction of Hadrian's Wall, the collapse of the Western Empire)* • gender and social class *(e.g., the influence of women in the Julio-Claudian imperial dynasty; the social status of inhabitants of the Roman provinces; the characteristics of the patronage system)*	• the rise of Roman philosophy *(e.g., Seneca, Marcus Aurelius, Boethius)* • emperor worship and the imperial cult • challenges to Roman religion *(e.g., mystery religions such as the cult of Isis, Mithraism, and Christianity; Judaism)*	• temple and monumental architecture *(e.g., the adoption of the Corinthian column; the purpose of the fora; the use of monuments such as the Ara Pacis Augustae, the Arch of Titus, and Trajan's Column as propaganda)* • domestic architecture *(e.g., the differences between the insula, villa, and domus, such as the inclusion of an atrium, the quality of construction, the styles of decoration)* • material evidence of public infrastructure *(e.g., aqueducts and water systems; public baths; buildings for public entertainment, such as theatres, amphitheatres, circuses; tabernae and thermopolia; roads)* • Roman frescoes, mosaics, and bas-reliefs *(e.g., at Pompeii, Herculaneum, Villa Oplontis, Carthage, Cyrenaica, Leptis Magna)*

Classical Civilization – Key Terms

The chart contains examples of words in regular use in English that are derived from ancient Greek and Latin, as well as specialized terms that are relevant to the study of classical civilizations. The words are organized according to their application to strands of the course. Related Greek or Latin words are also provided. A plus sign (+) between two words in the Greek or Latin column indicates the words (or word parts) in the classical language from which the English word was composed.

Key Terms	Greek	Latin
Mythology/Literature		
Mythology		
aetiology	αἰτιολογία	
archetype	ἀρχή + τύπος	
chthonic	χθών	
cosmic	κόσμος	
hero	ἥρως	
myth	μῦθος	
Literature/Drama		
apostrophe	ἀποστροφή	
catharsis	κάθαρσις	
chorus	χορός	
deus ex machina		*deus ex machina*
exit/exeunt		*exit/exeunt*
exodus	ἔξοδος	
hyperbole	ὑπερβολή	
metaphor	μεταφορά	
metre	μέτρον	
paradigm	παράδειγμα	
paradox	παράδοξος, -ον	
rhapsode	ῥαψῳδός	
scansion		*scansio*
simile		*similis, -e*
strophe	στροφή	

(continued)

Key Terms	Greek	Latin
History/Geography		
History		
archaic	ἀρχαῖος, -α, -ον	
chronology	χρόνος + λόγος	
classical		*classicus, -a, -um*
cursus honorum		*cursus honorum*
dictator		*dictator*
Hellenistic	Ἑλληνιστής	
history	ἱστορία	
monarchy	μοναρχία	
polis/poleis	πόλις/πόλεις	
Principate		*princeps*
republic		*res publica*
triumvirate		*tres + vir*
xenophobia	ξένος [foreigner] + φόβος [fear]	
Geography		
Asia	Ἀσία	
Europe	Εὐρώπη	
geography	γεωγραφία	
Greece		*Graecia*
Mediterranean		*medius, -a, -um + terra*
topography	τοπογραφία	
Philosophy/Religion/Science		
Philosophy		
dialectic	διαλεκτικός, -ή, -όν (from διάλεκτος)	
epistemology	ἐπιστήμη + λόγος	
ethics	ἠθικός, -ή, -όν	
idea	ἰδέα	
metaphysics	τὰ μετὰ τὰ φυσικά (from the order of Aristotle's works = "the work [that comes] after the Physics")	

(continued)

Key Terms	Greek	Latin
ontology	ὄντα + λόγος	
philosophy	φιλοσοφία	
psyche	ψυχή	
summum bonum		*summum bonum*
Religion		
apotheosis	ἀποθέωσις	
astrology	ἀστρολογία (originally astronomy, later astrology)	
augur		*augur*
cult		*cultus*
divination		*divinatio*
festival		*festivus, -a, -um* (from *dies festus)*
flamen		*flamen*
haruspex		*haruspex*
liturgy	λειτουργία	*liturgia*
monotheism	μόνος, -η, -ον + θεός	
oracle		*oraculum*
pagan		*paganus*
polytheism	πολυθεΐα	
Pontifex Maximus		*Pontifex Maximus*
religion		*religio*
ritual		*ritus*
sacrifice		*sacrificium*
superstition		*superstitio*
theology	θεολογία	
Vestal Virgins		*Virgines Vestales*
Science		
biology	βίος + λόγος	
medicine		*medicina*
physics	φυσικός, -ή , -όν (from φύσις)	
science		*scientia*

(continued)

Key Terms	Greek	Latin
Material Culture		
acropolis	ἀκρόπολις	
agora	ἀγορά	
amphora	ἀμφορεύς	
aqueduct		*aquaeductus*
archaeology	ἀρχαῖος, -α, -ον + λόγος	
catacomb		*catacumba*
cist	κίστη	*cista*
cremation		*crematio*
domestic		*domesticus, -a, -um* (from *domus*)
excavation		*excavatio*
forum		*forum*
inhumation		*in + humare + tio* (components of the modern word; *inhumatus* in Latin means "unburied")
inscription		*inscriptio*
kore	κόρη	
koros	κόρος	
krater	κρατήρ	
kylix	κύλιξ	
mausoleum	Μαυσωλεῖον	
megaron	μέγαρον	
sarcophagus	σαρκοφάγος	
stela	στήλη	
taberna		*taberna*
technique	τεχνικός, -ή, -όν (from τέχνη)	
thermopolium	θερμοπώλιον/θερμοπωλεῖον	
tholos	θόλος	
urban		*urbanus, -a, um* (from *urbs*)

APPENDIX B: INTERNATIONAL LANGUAGES

Language Knowledge

The chart that follows shows the suggested language structures and conventions that students are expected to learn through work done in all four strands: Listening, Speaking, Reading, and Writing. These structures and conventions are intended as suggestions for teachers rather than as exhaustive or mandatory lists. It is essential that teachers introduce the language structures and conventions in context rather than in isolation, so that students can learn to use them in meaningful ways to communicate. The chart indicates a continuum of learning – that is, initial development, consolidation, and refinement* – through the three levels, and highlights key elements for assessment and evaluation at each level for the different course types. It should also be noted that students may be introduced to some elements quite early, but will not be expected to study their use until later.

Since the international language program comprises many different languages, some of these elements may need to be adjusted for specific languages. In order to facilitate such adjustments and accommodate differences among languages, the language elements are organized according to parts of speech, with examples in English to clarify grammatical terms. Some languages studied will have distinctive linguistic features for which there are no English equivalents. These features will have to be added by the teachers of the language, along with suggestions for teaching non-roman alphabets, tonality, and other elements particular to the language.

International Languages – Language Knowledge

Language Structures and Conventions KEY: I – Initial development; C – Consolidation; R – Refinement		Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Nouns	• use of articles with nouns (i.e., *the, a, an*)	I/C	I/C	C/R	C/R		
	• singular and plural of regular nouns	I/C	I/C	C	C	R	R
	• singular and plural of irregular nouns	I/C	I/C	C	C	C/R	C/R
	• gender of nouns	I/C	I/C	C	C	C/R	C/R
	• use of the partitive with nouns (e.g., *some cake, any cake*)	I/C	I/C	C	C	R	R
	• possessive forms of nouns (e.g., *the boy's hat*)	I	I	C	C	R	R
	• collective nouns (e.g., *team, crowd, audience*) and agreement with verb	I	I	C	C	R	R
	• abstract nouns (e.g., *knowledge, democracy*)			I	I	C/R	C/R

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* In the **initial development** stage, students recognize fundamental language structures and conventions and use them in simple oral and written contexts. In the **consolidation** stage, students recognize and use the language structures and conventions when listening, speaking, reading, and writing. In the **refinement** stage, students apply the language structures and conventions with greater accuracy and sophistication.

International Languages – Language Knowledge *(continued)*

Language Structures and Conventions KEY: I – Initial development; C – Consolidation; R – Refinement		Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Pronouns	• subject pronouns, singular and plural (i.e., *I, you, he, she, it, we, they*)	I/C	I/C	R	R		
	• direct object pronouns (e.g., *it, them*)	I	I	I/C	I/C	C/R	C/R
	• pronouns as indirect objects (e.g., *to me*)			I	I	C/R	C/R
	• pronouns as objects of prepositions (e.g., *with him*)	I	I	I/C	I/C	C	C
	• interrogative pronouns (e.g., *who, what*)	I	I	C	C	R	R
	• demonstrative pronouns (i.e., *this, these, that, those*)	I	I	I/C	I/C	C/R	C/R
	• possessive pronouns (i.e., *mine, yours, his, hers, its, ours, theirs*)			I	I	C/R	C/R
	• reflexive pronouns (e.g., *myself, yourself, herself*)	I	I	I/C	I/C	C/R	C/R
	• relative pronouns (e.g., *that, who, whose*)			I	I	C	C
	• impersonal expressions: *It + to be*					I/C	I/C
Verbs	• present tense of regular verbs	I/C	I/C	C/R	C/R	R	R
	• present tense of irregular verbs	I/C	I/C	C/R	C/R	R	R
	• progressive form of present tense (e.g., *she is sitting*)	I	I	C/R	C/R		
	• modal verbs (e.g., *must, can, want*)	I	I	C/R	C/R		
	• perfect past tense (simple past tense in some international languages)	I	I	I/C	I/C	C/R	C/R
	• use of negative forms (e.g., *don't, won't*)	I	I	C	C	C/R	C/R
	• verbs followed by an infinitive (e.g., *she goes to play*)	I	I	I/C	I/C	C/R	C/R
	• imperfect tense			I	I	C	C
	• future tense	I	I	I/C	I/C	C	C
	• conditional tense			I	I	C	I/C
	• imperative mood	I	I	I/C	I/C	C	C
	• literary past tense (past absolute)			I		I/C	
	• subjunctive mood			I		I/C	
	• compound past tenses (past perfect, conditional perfect, future perfect)			I		I/C	
	• gerund			I		I/C	
	• passive voice					I	I

(continued)

International Languages – Language Knowledge *(continued)*

Language Structures and Conventions KEY: **I** – Initial development; **C** – Consolidation; **R** – Refinement		Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Adjectives	• positive degree of regular and irregular (e.g., *good, beautiful*) adjectives	I/C	I/C	C/R	C/R		
	• expressions of quantity (e.g., *many, a few*)	I/C	I/C	R	R		
	• possessive adjectives (i.e., *my, your, his, her, its, our, their*)	I/C	I/C	C/R	C/R		
	• demonstrative adjectives (e.g., *this, that*)	I	I	I/C	I/C	C/R	C/R
	• interrogative adjectives (e.g., *which*)	I	I	C	C	R	R
	• comparative and superlative degrees, regular adjectives (e.g., for *tall: taller, tallest*)	I	I	I/C	I/C	C	C
	• comparative and superlative degrees, irregular adjectives (e.g., for *good: better, best*)			I	I	I/C	I/C
Adverbs	• positive degree of adverbs used to modify verbs (e.g., *He drives fast.*)	I	I	C	C	R	R
	• adverbs used to modify adjectives (e.g., *I am very happy.*)	I	I	C	C	R	R
	• adverbs of time and frequency (e.g., *today, then, always, never, sometimes*)	I	I	C/R	C/R		
	• formation of simple adverbs (e.g., *slowly*)	I	I	I/C	I/C	C/R	C/R
	• comparative and superlative degrees, regular adverbs (e.g., for *fast: faster, fastest*)	I	I	I/C	I/C	C	C
	• comparative and superlative degrees, irregular adverbs (e.g., for *well: better, best*)			I	I	I/C	I/C
Conjunctions	• common coordinating conjunctions (i.e., *and, or, but*)	I	I	C	C	R	R
	• common subordinating conjunctions (e.g., *because, when, after*)	I	I	I/C	I/C	C/R	C/R
	• other subordinating conjunctions (e.g., *while, as soon as, although, since*)			I	I	I/C	I/C
Prepositions	• simple prepositions (*to, at, of*)	I	I	C/R	C/R		
	• simple prepositions and articles (*to the, at the, of the*)	I	I	C	C	R	R
	• prepositional phrases (*into the room, at the dentist, to the bank*)	I	I	C/R	C/R		

(continued)

International Languages – Language Knowledge *(continued)*

Language Structures and Conventions **KEY: I** – Initial development; **C** – Consolidation; **R** – Refinement		Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Syntax	• word order in simple sentences: positive (e.g., *We read books.*), interrogative, negative	I/C	I/C	C/R	C/R		
	• word order in compound and complex sentences (e.g., *I took the bus, but I was still late. When I arrived, he greeted me.*)	I	I	I/C	I/C	C	C
	• subject-verb agreement	I/C	I/C	C	C	R	R
	• gender and number agreement	I/C	I/C	C	C	R	R
Other Elements	• idiomatic expressions	I	I	I/C	I/C	C	C
	• cardinal and ordinal numbers	I/C	I/C	C/R	C/R		
	• punctuation as used in the target language (e.g., period, question mark, exclamation mark, comma, quotation marks, colon, semicolon, parentheses, apostrophe, hyphen, ellipsis)	I/C	I/C	C	C	R	R
	• capitalization as used in the target language (e.g., a capital letter for the first word in a sentence, for proper nouns)	I/C	I/C	C	C	R	R
	• diacritical marks required in the target language (e.g., accents)	I/C	I/C	C	C	R	R
	• other special elements required by the language under study	I	I	I/C	I/C	C	C

Topics for Developing Vocabulary

The following chart provides vocabulary topics and related examples for each level of study of an international language; these are intended as suggestions rather than as exhaustive or mandatory categories. Vocabulary must be taught in context, with ample opportunities for consolidation and refinement across the three levels. Teachers are encouraged to select vocabulary topics suggested for other levels according to students' interests, and to incorporate current and relevant content related to those topics.

Students should develop and apply knowledge of the vocabulary areas listed below through activities in all four strands: Listening, Speaking, Reading, and Writing. Their familiarity with these topics will vary according to the materials used in the classroom and will be adapted to the target language.

Topics for Developing Vocabulary

Level 1, Academic/Open	Level 2, University Preparation/Open	Level 3, University Preparation/Open
Basic salutations *(e.g., greetings, leave taking)*	Idiomatic expressions *(e.g., slang terms, invitations, expressions of gratitude and appreciation)*	Proverbs *(e.g., sayings that are common to a variety of cultures around the world, regionally or culturally specific sayings)*
Colours (e.g., the primary and secondary colours, adjectives of colour)	Housing *(e.g., rooms and parts of a house, types of home, rural versus urban dwellings)* and household objects *(e.g., appliances, furniture, bedding, utensils, gardening tools, crockery)*	Visual art *(e.g., forms such as painting, sculpture, collage; elements such as colour, line, form)* and architecture *(e.g., forms such as monuments, temples, palaces; architectural elements such as columns, domes, spires)*
Parts of the body *(e.g., arm, leg, eye, nose, ear)*	Health care *(e.g., medical appointments; symptoms of illness, such as a sore throat, headache, fever; health care professionals, such as dentist, doctor, optometrist)*	Healthy living *(e.g., mental health and well-being, sleep patterns and habits, healthy eating)*
Numeracy *(e.g., numbers, counting, quantity and measurement)*	Currency *(e.g., denominations of coins and bills, giving change, prices, weekly spending)*	Business *(e.g., buying and selling, types of small business)* and economics *(e.g., banking, natural resources, elements of global trade)*
Time *(e.g., time of day, days of the week, months, seasons)*	The calendar *(e.g., daily routines, a typical weekday schedule, seasonal activities, the school year)*	History *(e.g., expressions used to refer to historical eras and events)* and politics *(e.g., forms of government, elected and honorary positions)*
Weather *(e.g., types of weather, such as sunny, cloudy, windy; forms of precipitation, such as snow, rain, fog; temperature; forecasts; expressions used to talk about the weather)*	Geography *(e.g., map legends and labels; directions to a location; compass points; topographical features such as rivers, mountains, islands)*	Environment *(e.g., types of plant and animal species, recycling and conservation, forms of pollution, indigenous practices related to the land)*

(continued)

Topics for Developing Vocabulary *(continued)*

Level 1, Academic/Open	Level 2, University Preparation/Open	Level 3, University Preparation/Open
Family and relationships *(e.g., family customs and celebrations, pets, friends, siblings, neighbours, household chores)*	Childhood and youth *(e.g., children's games, childhood memories, expressions used in youth cultures of different regions)*	Rites of passage *(e.g., the first day of school, coming of age ceremonies, graduation, weddings, vision quests, walkabouts, sports rites such as black belt grading)*
School life *(e.g., academic subjects, school supplies, classroom furniture, field trips, school rules, expressions used in classroom interactions)*	The workplace *(e.g., expressions used in interviews, office equipment, dress codes and uniforms, expressions of formality used in business conversations, expressions used in job applications and cover letters)*	Professions and careers *(e.g., types of career, education required for different professions, the skills related to various occupations)*
Leisure *(e.g., likes and dislikes, hobbies, vacations, ways to spend the weekend)*	Sports *(e.g., types of sport, teams, statistics, sporting equipment, regional and global competitions)*	Recreation and fitness *(e.g., athletic pursuits, types of exercise, extracurricular activities)*
Transportation *(e.g., forms of transportation, train and bus schedules, airport announcements, traffic signs)*	Countries of the world *(e.g., names of cities and regions, cultural artefacts and landmarks, regional holidays and customs)*	Travel and tourism *(e.g., tourist attractions, cultural events and traditions, staying in holiday accommodation, asking for information, bargaining, using the post office)*
Food *(e.g., meals, ingredients in a recipe, dishes on a menu, ordering in a restaurant)*	Nutrition and cuisine *(e.g., types of regional cuisine, cooking methods, the nutritional elements of different types of food)*	Food security *(e.g., crops grown in different regions, agricultural practices, traditional versus contemporary diets)*
Clothing *(e.g., articles of clothing, seasonally specific garments, accessories)*	Retail goods and services *(e.g., types of retail outlet, online shopping, expressions related to customer service, product descriptions and packaging)*	Fashion *(e.g., regional clothing styles, trends in youth fashion, hairstyles, textiles, fashion journalism, fashion advertising)*
Music *(e.g., types of music associated with different cultures; elements of music, such as rhythm, tempo, beat)*	Dance *(e.g., types of dance associated with different cultures; elements of dance, such as choreography, movement, space)*	Drama *(e.g., dramatic forms such as tragedy, comedy, opera, musical theatre; elements of drama, such as monologue, stage directions, lighting)*
Technology *(e.g., types of electronics; technology use in schools; elements of digital technologies, such as navigation system, interface, memory)*	Media and entertainment *(e.g., types of video game, expressions used in social networking, television programs, movies, books, plays, concerts)*	Broadcasting *(e.g., television news, radio commercials, documentary podcasts)*

Cultural Concepts for Developing Intercultural Understanding

Effective communication goes beyond language proficiency to include intercultural understanding, which enables students to appreciate the ways in which their own and other cultures influence behaviour, beliefs, and relationships in a multicultural, multilingual world.

The following chart provides cultural concepts and related examples for each level of study of an international language; these are intended as suggestions rather than as exhaustive or mandatory categories. The concepts reflect the overall expectations and have been selected to enable teachers to weave language and culture together within the course content.

Teachers are encouraged to select cultural topics suggested for other levels according to students' interests, and to incorporate additional current and relevant information about the use of the target language in Canada and around the world. Cultural concepts can also be dealt with in greater or lesser depth depending on students' abilities and needs.

Cultural Concepts for Developing Intercultural Understanding

Level 1, Academic/Open	Level 2, University Preparation/Open	Level 3, University Preparation/Open
Language, expressions, and behaviour appropriate to the cultural context *(e.g., formal and informal forms of address, appropriate body language)*	Language, expressions, and behaviour appropriate to the cultural context *(e.g., adjusting physical proximity and eye contact to suit cultural expectations)*	Language, expressions, and behaviours appropriate to the cultural context *(e.g., demonstrating sensitivity to diverse cultural values, interpreting hints)*
Naming practices *(e.g., nicknames, the order of family and given names, the inclusion of parental names in a child's name)*	Cuisine in countries and regions where the target language is spoken *(e.g., traditional dishes, the connection between diet and natural resources, the social context of meal times)*	Recreation in countries and regions where the target language is spoken *(e.g., typical leisure activities, work versus home life, sport, community organizations)*
Writing systems and their origins *(e.g., languages with more than one writing system, pictographic versus phonetic symbols, writing systems shared by several languages)*	Connections between languages, ancient and modern *(e.g., modern languages with roots in ancient languages, borrowings of words between modern languages, borrowings of cultural ideas and the words for them from ancient and/or modern languages)*	Indigenous cultures around the world *(e.g., First Nations, Métis, and Inuit people in Canada, indigenous peoples in regions where the target language is spoken)*
The benefits of knowing more than one language *(e.g., the opportunity to make friends in other countries, ease of travel, the ability to understand cultural products)*	The use of the target language in Canada *(e.g., the location of target-language communities, target-language media)*	Educational and career opportunities in the target language *(e.g., student exchanges, diplomatic careers, language teaching, working in other countries)*

(continued)

Cultural Concepts for Developing Intercultural Understanding *(continued)*

Level 1, Academic/Open	Level 2, University Preparation/Open	Level 3, University Preparation/Open
School life *(e.g., academic subjects, the typical school day in different countries and regions)*	Youth culture *(e.g., sports and leisure activities, shopping and eating habits)*	Contemporary social and global issues *(e.g., poverty, diversity, people with disabilities, gender roles, indigenous rights, environmental protection, food security)*
Family life and relationships *(e.g., family members, family customs in different countries and regions, friendship)*	Generations in countries and regions where the target language is spoken *(e.g., the role of older people in society, the status of childhood, multigenerational family life)*	Values and beliefs *(e.g., elements of traditional belief systems, social expectations in countries and regions where the target language is spoken, perspectives on justice, individual versus community responsibilities)*
Community *(e.g., local events, recycling, volunteering)*	The contributions of prominent target-language speakers *(e.g., historical figures, scientists, writers, athletes, politicians, artists, musicians, inventors)*	Diaspora communities in Canada *(e.g., well-known Canadians with roots in a target-language community, settlement patterns, aspects of cultural heritage)*
Geography *(e.g., countries and regions where the target language is spoken)*	Travel *(e.g., landmarks in countries and regions where the target language is spoken, tourist sights, the natural landscape, climate)*	History *(e.g., national events in countries where the target language is spoken, historical sites and their significance)*
Holidays and celebrations *(e.g., the non-working day of the week in different regions, seasonal festivals, conventions for celebrating birthdays)*	Traditions and customs *(e.g., national and regional dress, foods associated with particular occasions, superstitions)*	Contemporary culture in countries where the target language is spoken *(e.g., elements of cultural tradition expressed in popular culture, depictions of target-language communities in film, urbanization)*
Texts from oral and written traditions *(e.g., song lyrics, rhymes, short stories and scripts)*	Texts from oral and written traditions *(e.g., legends, myths, fables, short narratives)*	Literature and drama *(e.g., narratives, essays, plays, novels, poems)*
Visual arts, music, dance *(e.g., traditional childhood songs in countries where the target language is spoken, folk dances, traditional crafts in regions where the target language is spoken)*	Visual arts, music, dance *(e.g., ceremonial dances in countries and regions where the target language is spoken, works of art depicting specific events or historical figures, music associated with particular festivals or customs)*	Visual arts, music, dance *(e.g., the role of public art in regions where the target language is spoken, the expression of cultural themes in contemporary music)*

Revised Course Codes for International Languages

The following is a complete list of the course codes for the international languages program.

Language	Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Albanian	LBABD	LBABO	LBACU	LBACO	LBADU	LBADO
Amharic*	LDCBD	LDCBO	LDCCU	LDCCO	LDCDU	LDCDO
Arabic	LYABD	LYABO	LYACU	LYACO	LYADU	LYADO
Armenian	LYRBD	LYRBO	LYRCU	LYRCO	LYRDU	LYRDO
Ashanti	LDABD	LDABO	LDACU	LDACO	LDADU	LDADO
Assyrian	LYSBD	LYSBO	LYSCU	LYSCO	LYSDU	LYSDO
Bahasa Malaysian	LPBBD	LPBBO	LPBCU	LPBCO	LPBDU	LPBDO
Bengali	LIBBD	LIBBO	LIBCU	LIBCO	LIBDU	LIBDO
Bosnian	LBOBD	LBOBO	LBOCU	LBOCO	LBODU	LBODO
Bulgarian	LBBBD	LBBBO	LBBCU	LBBCO	LBBDU	LBBDO
Burmese*	LPDBD	LPDBO	LPDCU	LPDCO	LPDDU	LPDDO
Cantonese	LKCBD	LKCBO	LKCCU	LKCCO	LKCDU	LKCDO
Simplified Chinese	LKBBD	LKBBO	LKBCU	LKBCO	LKBDU	LKBDO
Traditional Chinese (Mandarin)	LKMBD	LKMBO	LKMCU	LKMCO	LKMDU	LKMDO
Croatian	LBCBD	LBCBO	LBCCU	LBCCO	LBCDU	LBCDO
Czech	LRCBD	LRCBO	LRCCU	LRCCO	LRCDU	LRCDO
Danish	LLDBD	LLDBO	LLDCU	LLDCO	LLDDU	LLDDO
Dari	LYDBD	LYDBO	LYDCU	LYDCO	LYDDU	LYDDO
Dinka	LDDBD	LDDBO	LDDCU	LDDCO	LDDDU	LDDDO
Dutch	LWDBD	LWDBO	LWDCU	LWDCO	LWDDU	LWDDO
Estonian	LLEBD	LLEBO	LLECU	LLECO	LLEDU	LLEDO
Finnish	LLFBD	LLFBO	LLFCU	LLFCO	LLFDU	LLFDO
Gaelic	LWCBD	LWCBO	LWCCU	LWCCO	LWCDU	LWCDO
German	LWGBD	LWGBO	LWGCU	LWGCO	LWGDU	LWGDO
Greek	LBGBD	LBGBO	LBGCU	LBGCO	LBGDU	LBGDO
Gujarati	LIGBD	LIGBO	LIGCU	LIGCO	LIGDU	LIGDO

* Newly added language. (There are now 77 language codes listed.)

(continued)

Language	Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Haitian-Creole	LCCBD	LCCBO	LCCCU	LCCCO	LCCDU	LCCDO
Hebrew	LYHBD	LYHBO	LYHCU	LYHCO	LYHDU	LYHDO
Hindi	LIHBD	LIHBO	LIHCU	LIHCO	LIHDU	LIHDO
Hmong	LPHBD	LPHBO	LPHCU	LPHCO	LPHDU	LPHDO
Hungarian	LRHBD	LRHBO	LRHCU	LRHCO	LRHDU	LRHDO
Icelandic	LLIBD	LLIBO	LLICU	LLICO	LLIDU	LLIDO
Igbo**	LDIBD	LDIBO	LDICU	LDICO	LDIDU	LDIDO
Italian	LWIBD	LWIBO	LWICU	LWICO	LWIDU	LWIDO
Japanese	LKJBD	LKJBO	LKJCU	LKJCO	LKJDU	LKJDO
Karen*	LPIBD	LPIBO	LPICU	LPICO	LPIDU	LPIDO
Khmer	LPKBD	LPKBO	LPKCU	LPKCO	LPKDU	LPKDO
Korean	LKKBD	LKKBO	LKKCU	LKKCO	LKKDU	LKKDO
Kurdish	LYKBD	LYKBO	LYKCU	LYKCO	LYKDU	LYKDO
Lao	LPLBD	LPLBO	LPLCU	LPLCO	LPLDU	LPLDO
Latvian	LLLBD	LLLBO	LLLCU	LLLCO	LLLDU	LLLDO
Lisane Dawat	LILBD	LILBO	LILCU	LILCO	LILDU	LILDO
Lithuanian	LLTBD	LLTBO	LLTCU	LLTCO	LLTDU	LLTDO
Macedonian	LBMBD	LBMBO	LBMCU	LBMCO	LBMDU	LBMDO
Malayalam	LIABD	LIABO	LIACU	LIACO	LIADU	LIADO
Maltese	LBJBD	LBJBO	LBJCU	LBJCO	LBJDU	LBJDO
Marathi	LIMBD	LIMBO	LIMCU	LIMCO	LIMDU	LIMDO
Mien	LPMBD	LPMBO	LPMCU	LPMCO	LPMDU	LPMDO
Nepali	LKNBD	LKNBO	LKNCU	LKNCO	LKNDU	LKNDO
Norwegian	LLNBD	LLNBO	LLNCU	LLNCO	LLNDU	LLNDO
Pashto**	LYPBD	LYPBO	LYPCU	LYPCO	LYPDU	LYPDO
Persian (Farsi)**	LYFBD	LYFBO	LYFCU	LYFCO	LYFDU	LYFDO
Pilipino	LPPBD	LPPBO	LPPCU	LPPCO	LPPDU	LPPDO
Polish	LRPBD	LRPBO	LRPCU	LRPCO	LRPDU	LRPDO
Portuguese	LWPBD	LWPBO	LWPCU	LWPCO	LWPDU	LWPDO
Punjabi	LIPBD	LIPBO	LIPCU	LIPCO	LIPDU	LIPDO

** Revised.

(continued)

Language	Level 1, Academic	Level 1, Open	Level 2, University	Level 2, Open	Level 3, University	Level 3, Open
Romanian	LROBD	LROBO	LROCU	LROCO	LRODU	LRODO
Russian	LRRBD	LRRBO	LRRCU	LRRCO	LRRDU	LRRDO
Serbian	LBSBD	LBSBO	LBSCU	LBSCO	LBSDU	LBSDO
Serbo-Croatian	LBRBD	LBRBO	LBRCU	LBRCO	LBRDU	LBRDO
Sinhalese	LISBD	LISBO	LISCU	LISCO	LISDU	LISDO
Slovak	LRSBD	LRSBO	LRSCU	LRSCO	LRSDU	LRSDO
Slovenian	LBVBD	LBVBO	LBVCU	LBVCO	LBVDU	LBVDO
Somali	LDMBD	LDMBO	LDMCU	LDMCO	LDMDU	LDMDO
Spanish	LWSBD	LWSBO	LWSCU	LWSCO	LWSDU	LWSDO
Swahili	LDSBD	LDSBO	LDSCU	LDSCO	LDSDU	LDSDO
Swedish	LLSBD	LLSBO	LLSCU	LLSCO	LLSDU	LLSDO
Tamazight	LDTBD	LDTBO	LDTCU	LDTCO	LDTDU	LDTDO
Tamil	LITBD	LITBO	LITCU	LITCO	LITDU	LITDO
Telugu	LIEBD	LIEBO	LIECU	LIECO	LIEDU	LIEDO
Thai	LPTBD	LPTBO	LPTCU	LPTCO	LPTDU	LPTDO
Turkish	LYTBD	LYTBO	LYTCU	LYTCO	LYTDU	LYTDO
Ukrainian	LRUBD	LRUBO	LRUCU	LRUCO	LRUDU	LRUDO
Urdu	LIUBD	LIUBO	LIUCU	LIUCO	LIUDU	LIUDO
Vietnamese	LPVBD	LPVBO	LPVCU	LPVCO	LPVDU	LPVDO
Yiddish	LWYBD	LWYBO	LWYCU	LWYCO	LWYDU	LWYDO
Yoruba	LDYBD	LDYBO	LDYCU	LDYCO	LDYDU	LDYDO

APPENDIX C: INSTRUCTIONAL STRATEGIES

Anticipation Guide. The anticipation guide is a strategy used to activate students' prior knowledge by asking them to identify their existing opinions and attitudes before reading a text. Prior to reading a text, students are asked to examine and respond to a series of teacher-generated statements that may reflect their pre-reading beliefs and knowledge about a topic. After reading the text, the students revisit the statements to explain how their opinions may have changed as a result of their reading. The anticipation guide also provides an excellent springboard for discussion of students' opinions and beliefs. Reading selections that may challenge students' beliefs and opinions on science and technology, the environment, history, and current affairs all provide appropriate vehicles for the use of the anticipation guide.

Arts/Language Integration. The arts – drama, dance, music, and the visual arts – can be used in many ways in language teaching and learning. For example, role playing in drama can provide opportunities for oral communication and the writing of short scripts. At all stages in learning a new language, students can benefit from singing songs and reciting poetry in the language. They can demonstrate understanding of what they hear through drawing or inventing skits. The arts can also be used to explore ideas and to enhance understanding and critical thinking skills. Students can develop ideas for writing through improvisation or by using photographs or listening to music. As they explore various ideas through the arts, they also learn new vocabulary needed to express these ideas.

Cloze Procedure. The cloze procedure is a "fill-in-the-blanks" technique used to assess reading comprehension and to teach new vocabulary. In the classic cloze procedure, students read a passage from which every seventh word has been deleted and fill in the blanks to demonstrate their overall comprehension of the passage. However, the cloze procedure can be applied selectively to any words in a passage, to adapt the assessment to the student's language level, and to concentrate on specific vocabulary items or grammatical structures, such as content-specific vocabulary, prepositions, or verb tenses. A word bank can also be supplied with a cloze passage to provide additional support for students.

The classic cloze procedure can be adapted to assess students' comprehension in listening activities also. In an oral cloze activity, students learn to predict what word is to come by using structural and contextual clues.

In addition to being used for individual student work, a cloze passage can be presented as a whole-class or group activity. In this case, the teacher reviews the text on a chart, projector, or interactive whiteboard. A cloze activity can also be done in pairs or small groups using a pocket chart or large sticky notes on chart paper.

In another variation, the jigsaw cloze, several students each receive different words deleted from the same passage and work together to recreate the entire text.

Cooperative Learning. Cooperative-learning techniques allow students to work together as a team to accomplish a common learning goal. A cooperative-learning group may work together to complete a research project, prepare a media broadcast, or publish a newsletter.

In cooperative group activities, group members each take on a specific task they are responsible for, such as gathering materials, taking notes, or ensuring that the group keeps to its timelines. While participating in the cooperative-learning activity, students have numerous opportunities to practise the language necessary for the smooth functioning of the group: for example, how to make suggestions, express opinions, encourage others, and disagree politely.

In addition to the final product produced by the group, an important aspect of the cooperative-learning process is having each group member examine how the group functioned in its task and evaluate his or her own contribution to the group process. Discussions, journal entries, and self-evaluation checklists are some ways in which students can reflect on the group work process and their part in it.

Dictogloss. Dictogloss is an activity in which students recreate a text read aloud in class. This strategy supports language learners in listening to and recalling good language models, while providing them with opportunities to collaborate and negotiate with their peers.

In the dictogloss strategy, the teacher first chooses a text and reads it aloud to the class at least twice. Teachers can make use of a variety of texts for a dictogloss activity: literature excerpts, content-area paragraphs, news items, narrative descriptions, and even technical procedures. After hearing the passage read aloud, students work in small groups to write down key words and phrases, and then try to reconstruct the text. This is followed by group editing and proofreading, then comparison of the texts generated by various groups. The activity culminates with a whole-class comparison of the reconstructed texts with the original text. The goal of dictogloss is not to produce a text that is identical to the original but to create one that is well worded and has the same information as the original.

Four Corners Activity. A four corners activity is one in which students are asked to respond to a strong or controversial statement. The goal of the activity is for students to be able to articulate their opinions, express them to others, and consider the merits of opposing opinions.

In this activity, the four corners of the room are labelled with four points of view (e.g., "Agree", "Disagree", "Strongly Agree", "Strongly Disagree"). Students are asked to go to the corner of the room that corresponds to their opinion of or reaction to the statement. Students are given time to talk and to prepare a case to persuade their classmates to join their corner. They choose a spokesperson to explain their reason for choosing that corner. Time may be given after the four presentations for questioning or challenging other groups. Students are then asked to move to a new corner if they were swayed by another group's presentation.

Graphic Organizers. The use of visual supports to increase language learners' understanding of texts is an especially powerful teaching strategy. Graphic organizers, often also referred to as key visuals, allow students to understand and represent relationships visually rather than just with language, providing helpful redundancy in making meaning from the text. Graphic organizers can be used to record, organize, analyse, and synthesize information and ideas. Examples of common graphic organizers include the following: timeline, cycle diagram, T-chart, Venn diagram, story map, flow chart, and problem-solution outline.

The use of a graphic organizer is extremely helpful when carried out initially as a class or group brainstorming activity. The graphic organizer provides a way of collecting and visually presenting information about a topic that will make it more comprehensible for language learners.

When using different graphic organizers, teachers should point out and model for students how particular graphic organizers are especially suited to various types of text organization. For example, the T-chart provides an ideal framework for visually representing comparison and contrast, while the flow chart is well suited to illustrating cause-and-effect relationships.

Guided Reading. Guided reading is a strategy that provides the scaffolding necessary for language learners to tackle a challenging text. In guided reading, the teacher meets with a group of students who are all reading at the same level. The teacher guides the students through the text with a series of structured activities for use before, during, and after reading the text.

Pre-reading activities can include brainstorming, making predictions about the text, or posing questions to be answered from the text. Students then read/reread the text, using a combination of silent, pair, and group reading.

During reading of the text, the teacher can provide mini-lessons to individual students on a particular grammatical structure, vocabulary item, or content question related to the text. The individual coaching that takes place in guided reading allows the teacher to focus on the needs of individual students in developing reading skills and strategies.

After reading, the teacher structures response tasks to match the reading proficiency level of the group. For example, students can revisit the predictions made before reading the text; identify and describe characters; compile a chart of adjectives to describe characters' feelings at various points in a story; or compare the theme of the story with that of another the group has read.

Guided Writing. In guided writing, teachers provide direct instruction on aspects of the writing process, as well as supplying direct supports for language learners writing in the language of study. These supports may include furnishing sentence starters or words to include in writing, providing a paragraph or essay outline to help students structure their writing, or presenting models of successful writing in various genres or forms.

During a guided-writing activity, the teacher first provides pre-writing activities, such as a group brainstorm on what should be included in a piece of writing. The teacher then takes students through the process of producing a piece of writing by first modelling the process in a think-aloud and then perhaps creating a shared piece of writing with the whole class. Students then engage in their individual writing process, while the teacher may provide focused mini-lessons to small groups or individuals who are having difficulty with particular aspects of the writing. During the guided-writing process, the teacher will also provide opportunities for students to engage in peer editing, self-editing, and revision of their writing.

Information-Gap Communication Games. In these activities, often done in pairs, students share information with each other in order to solve a problem or arrive at a decision. In information-gap activities, students exchange new information, rather than responding to questions in class about material they have already covered.

Information-gap activities can focus on cultural concepts, vocabulary items, or linguistic elements currently being studied by the class. For example, in pairs, students can construct a timeline of historical events, with one-half of the historical events randomly assigned to each student. It is essential that partners do not show their information to each other. Instead, they must use their oral communication skills in the target language to convey information to their partner in order to reconstruct the entire timeline. These games are sometimes called barrier games, because student pairs may use a physical barrier such as a file folder to hide their information from each other.

Further examples of information-gap games include the following: one student puts in order a series of pictures on a grid that a partner cannot see, and communicates orally to the partner how to order another set of the same pictures to match the first student's order; or one student, using a map, gives directions to a partner about how to find various points of interest in their city or town that are not marked on the partner's map.

Jigsaw. Jigsaw is a cooperative group activity in which one segment of a learning task is assigned to each member of a small group – the "home" group. All home group members then work to become an "expert" in their aspect of the task in order to teach the other group members. Jigsaw activities push all students to take equal responsibility for the group's learning goals. Jigsaw activities can be done in both listening and reading formats.

In a jigsaw reading activity, each student becomes a member of an "expert" group, which reads a certain section of a text. Experts then return to their home groups to share information and thus build a complete picture of the entire text. Each expert must ensure that all members of the home group understand all the information. In a jigsaw listening activity, each expert listens to a different oral excerpt of information. The home group then compiles the components into an overall report, such as a description of a Canadian immigrant experience, or a brief overview of various communities across Canada that speak the target language.

Journal Writing. Journal writing is a technique that encourages students to produce copious amounts of writing while also giving them the opportunity to reflect on their experiences and learning. Journal entries can be personal and private responses to students' own experiences and thoughts, or they can be shared with a teacher or journal buddy, creating a flowing, written dialogue between two partners. Another type of journal response is the "in-role" journal, in which students maintain a journal in the voice of a character from a story or novel and convey the character's reactions and feelings as the story unfolds.

Prompts for student journal writing can be drawn from literature being studied, classroom topics and current issues, events in the lives of students, or questions or open-ended statements presented by the teacher. When responding to student journal entries, the teacher should focus on the content rather than any errors in the writing. A journal is not the place for correcting students' grammar mistakes. Teacher responses should provide good written models of the target language, sensitive prompts for more writing, and overall encouragement for the journal-writing process.

Language learners at the beginning stages of acquiring the target language should be encouraged to maintain a journal in their first language. As their proficiency in the target language develops, students will feel more comfortable moving to a dual-language format and, finally, to keeping a journal only in the target language.

K-W-L. K-W-L, which stands for *Know, Want to Know, Learned,* is a strategy that helps students build background knowledge and plan for further learning and research. The K-W-L strategy gives teachers a picture of the class level of background knowledge on a particular topic so that gaps can be addressed. It also helps students prepare to learn about the topic or theme.

To complete a K-W-L chart, the teacher asks students what they think they already know about a topic and fills in the K column with their responses. Then the teacher prompts the students to state what they would like to know about the topic, and adds these details to the W (middle) column. At the end of the lesson or unit, the students review what they have learned. This summation will complete the L (final) column of the chart.

In order to activate students' background knowledge and stimulate their curiosity, teachers can supply pictures, maps, models, and objects related to the topic to be studied. When the teacher initiates the K-W-L chart, students will be eager to offer what they know and to delve further into the topic as their interest is provoked by the prompts the teacher has supplied.

Learning-Strategy Instruction. Learning strategies are techniques that facilitate the process of understanding, retaining, and applying knowledge. Making learning strategies explicit so that students can apply them successfully to both language and content learning is a powerful classroom technique. Through building a repertoire of learning strategies that they can use in oral communication, reading, writing, and vocabulary development, language learners take more responsibility for their own language learning and success in school. Examples of learning strategies include: using mnemonic devices to remember new words; using sticky notes to highlight important information when reading; preparing cue cards to study for a test; and watching videos to learn more about cultural concepts and language use associated with the target language.

To help students become aware of their own learning processes and increase their repertoire and use of learning strategies, the teacher can prepare a questionnaire or survey to gather information on how students complete an assignment on time, learn and retain new words, or organize and learn from their notes. Class discussion then generates a larger class list of strategies, to which the teacher may add additional techniques and tips. The teacher can then round out the experience by asking students to write a reflection on growth and changes that have occurred in their learning process as a result of the application of new learning strategies.

Literature Circles. Also known as literature study groups or book clubs, literature circles provide an opportunity for a group of readers to get together to talk about a book in depth. The literature circle allows students to engage in natural and motivating talk about books while sharing ideas in a small-group setting.

Teachers can structure a variety of activities for the literature circle: for example, a "parking lot" for thoughts and feelings about the book; questions to stimulate thinking about the text and guide discussion; and concluding activities such as book talks, dramatic presentations, or visual art that illustrates or interprets the text.

Literature circles offer an excellent forum for language learners to become familiar with ways of talking about literature as they share their responses to books and connect characters and themes in books to their own lives.

Mentor Texts. Mentor texts are high-quality, well-written texts that can be used by teachers to introduce students to a strategy, literacy device, and/or text feature. Students can refer to mentor texts when they need to remember how to apply or to recall a literacy device or text feature. Any text form can be a mentor text, as long as it is well crafted and meets the intended learning goals.

Personal Dictionaries. This strategy allows individual language learners to build vocabulary that is significant to them and relevant to their needs. Students can compile their personal dictionaries thematically or alphabetically, and can enrich them with aids such as bilingual translations, visuals, and even accompanying audio media.

Students can be encouraged to extend the personal dictionary into a vocabulary journal in which they jot down associations with words, common accompanying adjectives, and contexts in which they have heard or read the words.

A personal dictionary task for more advanced learners might be to compile a personal thesaurus with lists of different and more specific words to express nuances of very general words.

Role Play. Role play allows students to simulate a variety of situations, using different registers of language for different purposes and audiences. Through role plays, language learners can practise the target language as it is used in situations outside the classroom, such as in job interviews, meetings, and formal gatherings. The role-play strategy also allows students to take different perspectives on a situation, helping them to develop sensitivity and understanding by putting themselves in the shoes of others.

Even students who are at the beginning stages of language learning can participate in role-play activities – for example, by choosing a non-verbal role-play format, or by sticking closely to the script of a simple folk tale or story read in class. For students at more advanced levels of proficiency, a "vocabulary role play", into which the student must creatively integrate certain vocabulary items, can create an enjoyable challenge.

An important phase in any role-play activity is the follow-up. Debriefing after a role play allows students to analyse the role-play experience and the language used, and to make suggestions for other language choices in future situations.

Sentence Frames. A sentence frame is an open-ended model of a particular sentence pattern into which students can insert various words to complete the sentence. Sentence frames help beginning language learners to develop vocabulary as well as an awareness of sentence structure in the target language. Teachers can introduce sentence frames to focus on various sentence structures such as questions: *Where is the* ___________ ?; or repeated actions: *Every day at 9:00, I* ___________ *; every day at 10:00 I* ___________ .

Students can compile their frame sentences into individual illustrated books; construct a class pattern book on a shared theme such as favourite school subjects or sports; or create class poems using sentence frames that can be read in rhythm (e.g., *I like* ___________ *, but I don't like* ___________).

Surveys and Interviews. Language learners can engage in meaningful oral communication in the target language with each other and with others outside the classroom through the completion of surveys and interviews. Students can collect information on many topics and issues: for example, how classmates spend their time during an average day; languages and countries of origin represented in the school; favourites from the world of music, movies, or television; health and wellness lifestyle choices; steps that classmates and friends are taking to decrease energy consumption; and cultural studies such as traditions for selecting names in the target language or new slang terms popular with peers.

Students need to prepare for, conduct, and follow up on surveys and interviews by formulating questions; using oral interaction to collect data; and organizing, displaying, and interpreting the results. Interviews and surveys provide opportunities for authentic interaction with a wide variety of speakers, as well as occasions for students to investigate behaviours and opinions in order to increase their cultural knowledge of the target language.

Think-Aloud. In the think-aloud strategy, the teacher models out loud the strategies that good readers use when dealing with complex texts, or demonstrates orally various strategies that writers use to think about and organize their writing. The think-aloud strategy gives students a chance to "get inside" the thought processes behind the use of reading and writing strategies.

For example, the teacher reads aloud a brief passage to the class and describes in detail his or her own thinking process when an unknown word is encountered, including using information from context clues and background knowledge that could help in comprehending the new word. Or, when teaching writing, the teacher models aloud the strategies used in writing an employment-search cover letter while composing the letter on a chart, projector, or interactive whiteboard. During this process, the teacher verbalizes for students the step-by-step composition of the letter, while deliberately describing the strategies, vocabulary, and content chosen in the process of writing the letter.

Total Physical Response. Total Physical Response is based on recreating the process through which very young children acquire their first language. Young children learning their first language always listen and acquire language before they are ready to speak. Toddlers often develop comprehension through carrying out actual physical actions, and are not pressured to speak before they are ready.

In the Total Physical Response technique, the teacher models a series of actions while repeating commands or instructions for carrying out the actions. The students carry out the actions while the teacher speaks and models the actions. Gradually, the teacher withdraws modelling of the actions, and the students respond physically to the commands or instructions in the target language, slowly internalizing the words and structures. Language learning is thus facilitated through body movement in a relaxed and enjoyable atmosphere.

There are many ways to implement the Total Physical Response strategy for beginning language learners. Teachers can lead students through a series of actions such as the following:

- pointing to or rearranging a series of objects
- drawing lines, figures, or pictures
- sequencing a series of pictures
- carrying out a process such as completing a morning grooming routine, checking e-mail, opening a locker or doing household chores

Total Physical Response sequences can form the basis for language-experience story writing. Another extension is in storytelling, in which students first listen to a story read and acted out by the teacher, after which groups act out the story on their own as the teacher retells it to the class.

Whole-Class Response. This strategy allows the teacher to involve all students in the class in giving responses to review questions. Its use supplies information to the teacher about which students are having difficulty while allowing all language learners to participate in a low-stress, linguistically adapted activity that is fun for everyone.

Before beginning a question or review session, students create response cards with content-specific words, symbols, or pictures from the lesson. Information on the cards could consist of vocabulary in the target language, geographical names or features, scientific or mathematical terms, or even the words ***yes*** and ***no***. Then, in response to the teacher's questions or prompts, students hold up the appropriate card or combination of cards. A similar whole-class response activity can be done using individual dry-erase boards or magnetic letter boards.

Word Walls. Word walls are lists of words displayed in the classroom for vocabulary development and word study. They can be arranged alphabetically or thematically, and are often accompanied by drawings, photographs, and other visuals and/or by word equivalents in other languages. A prominent word wall on a classroom unit of study provides constant reference to and reinforcement of the vocabulary needed to understand the unit.

Teachers can use the word wall as a springboard for word sorting and categorization, spelling activities, and the study of prefixes, suffixes, and word families.

GLOSSARY

The definitions provided in this glossary are specific to the curriculum context in which the terms are used.

Terms that apply throughout the document are listed under "General Terms". Terms that apply only to classical languages and to the Classical Civilization course are listed under "Classical Studies".

Instructional strategies are for the most part not included in the glossary. A list of relevant strategies, with detailed explanations of each, is given in Appendix C (on the preceding pages).

GENERAL TERMS

achievement levels. Brief descriptions of four different degrees of student achievement of the provincial curriculum expectations for any given grade. Level 3 is the "provincial standard". Parents of students achieving at level 3 in a particular grade can be confident that their children will be prepared for work at the next grade level. Level 1 identifies achievement that falls much below the provincial standard. Level 2 identifies achievement that approaches the standard. Level 4 identifies achievement that surpasses the standard.

action-oriented approach. An approach to language learning in which language is seen as a tool for performing communicative tasks or activities in a social context.

adapted text. A text that has been rewritten so that the reading level is easier and students can more easily make connections to prior knowledge and determine meaning. Adaptations to the text may include simplifying and/or defining relevant vocabulary, using short, relatively simple sentences, and maintaining a consistent format (e.g., a topic sentence followed by several sentences providing supporting details, all of which are relevant to the content).

alliteration. The deliberate repetition of sounds or syllables, especially initial consonants, for stylistic effect (e.g., *recreational reading and writing*).

alphabet. A standardized set of letters or symbols used in writing to represent sounds in the spoken language. *See also* **writing system**.

anchor charts. Charts designed by the class or by the teacher that list reference items (e.g., parts of speech; listening, speaking, reading, and/or writing strategies; commonly used verbs; idiomatic expressions) or steps, procedures, and/or processes for a particular activity (e.g., the stages of the writing process, procedures for a literature circle).

antonym. A word opposite in meaning to another word (e.g., *hot/cold*).

audience. The readers, listeners, or viewers for which a particular work is intended. In planning a piece of writing, writers must take into account the purpose and audience in choosing an appropriate form of writing.

authentic language task. A language learning task that involves using language in relevant real-world situations (e.g., exchanging e-mails with a friend, making a purchase in a store, reading the menu from a restaurant, listening to a podcast on a subject of interest) to enhance one's understanding and/or one's ability to communicate. Because the task is drawn from the real world, it is more meaningful, enabling one to be more engaged and to connect learning with one's prior experiences.

authentic materials (texts). Learning materials (e.g., newspaper articles, short stories, novels, poems, television programs, films, websites) originally created for public consumption and designed for the target-language audience. Language structures in authentic materials are not simplified or adapted, as they are in texts designed specifically for language learners. As students develop competence in the target language, they are better able to understand the content of authentic materials.

body language. Non-verbal communication through gestures, facial expressions, and body movement.

characteristics of text forms. The key elements of a particular text form (e.g., *story*: plot, characters, setting, theme).

cognate. A word that is related to a word in another language (or in the same language) because the two words have a common source (e.g., English *school* and *scholar*; English *school* and Spanish *escuela*).

coherence. The underlying logical connectedness of the parts of an oral, written, or visual text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

colloquialism. A word or expression used in everyday conversation but not in formal language (e.g., *Gimme a break!*).

communicative competence. The ability to comprehend and produce fluent and appropriate language in all communicative settings.

comprehension. The ability to understand and draw meaning from spoken, written, and visual communications in all media.

comprehension strategies. A variety of cognitive and systematic techniques that students use before, during, and after listening, reading, and viewing to construct meaning from texts. Examples include: making connections to prior knowledge and experience and to familiar texts; skimming text for information or details; scanning text to determine the purpose of the text or type of material; visualizing to clarify or deepen understanding of the text; finding important ideas; questioning; adjusting reading speed according to the level of difficulty of the text or the kind of reading; rereading a passage to clarify meaning; reading ahead; considering how the meaning of the text matches up with prior knowledge; summarizing information; inferring; analysing and synthesizing. *See also* **reading strategies**.

concept map. A graphic organizer that students can use to explore knowledge and gather and share information and ideas. Features of concept maps may include various shapes and labels, as well as arrows and other links to show relationships between ideas.

concrete poem. Visual poetry, in which the shape or form created by the placement of the words helps to convey the idea/theme of the poem.

context. The parts of a text that precede and follow a particular word or passage and determine or contribute to its meaning.

critical analysis. A careful evaluation, in written or oral form, of a particular text. Critical analysis typically consists of close examination, interpretation, and assessment.

critical literacy. The capacity for a particular type of critical thinking that involves looking beyond the literal meaning of texts to observe what is present and what is missing, in order to analyse and evaluate the text's complete meaning and the author's intent. Critical literacy goes beyond conventional critical thinking in focusing on issues related to fairness, equity, and social justice. Critically literate students adopt a critical stance, asking what view of the world the text advances and whether they find this view acceptable.

critical thinking. Some aspects of thinking critically are: questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, elaborating on ideas, identifying values and issues, detecting bias, detecting implied as well as explicit meanings.

cues, non-verbal and visual. Aspects of spoken and unspoken communication that convey meaning without the use of words, such as facial expressions, gestures, body language, illustrations, typefaces, and punctuation.

cues, verbal. Aspects of spoken language that convey meaning. Verbal cues include such aspects of oral communication as tone of voice or intonation, inflection, volume, pauses, and rate of speech, as well as information related to the function of words (e.g., nouns, verbs, adjectives, conjunctions) and their parts (e.g., prefixes and suffixes indicating plurals, gender, or verb tenses; sound patterns produced by rhyme).

cultural resources. Sources of information about a culture. Examples include: artists (e.g., musicians, visual artists, dancers, writers, poets), print and non-print materials (e.g., travel brochures, books, online and other electronic resources), oral traditions (e.g., stories, legends, songs), cultural organizations (e.g., museums, art galleries, theatres, concert halls, community centres, ethno-cultural associations, a local historical society, places of worship), arts events (e.g., musical performances, film festivals), cultural events (e.g., local fairs, craft shows).

culture. The customary beliefs, values, social forms, and material traits of an ethnic, religious, or social group. It includes the arts, literature, lifestyles, and traditions.

dialect. The form of a language peculiar to a specific region or to characteristics such as social class or education level. A dialect features variations in vocabulary, grammar, and pronunciation.

diaspora community. A widely dispersed group of people with a common origin or homeland (e.g., the Jewish diaspora, the African diaspora).

diction. The choice of words or phrases in speech or writing; the particular words chosen to express an idea.

differentiated instruction. An approach to instruction that maximizes each student's growth by considering the needs of each student at his or her current stage of development and then offering that student a learning experience that responds to his or her individual needs.

diversity. In reference to a society, the variety of groups of people who share a range of commonly recognized physical, cultural, or social characteristics. Categories of groups may be based on various factors or characteristics, such as gender, race, culture, ethnicity, sexual orientation, ability/disability, appearance, age, religion, and socio-economic level.

drama. A form of fiction, in prose or verse, designed for performance in a theatre or other location. Collaboration is central to the production of drama, whether in the theatre or in a classroom.

dramatization. The recasting of a story or other material into the form of a play or drama.

editing. The making of changes to the content, structure, and wording of drafts to improve the organization of ideas, eliminate awkward phrasing, correct grammatical and spelling errors, and generally ensure that the writing is clear, coherent, and correct. *See also* **writing process**.

elements of writing (composition and style). Essential aspects of written compositions. Examples include: a central theme or topic; the organization of information and ideas; use of an introduction and conclusion; diction (word choice); the use of conventions of spelling, punctuation, grammar, sentence structure, and paragraphing; plot; characterization; atmosphere; point of view; literary devices/stylistic elements.

epistemology. In philosophy, the study of knowledge, particularly concerned with its scope, validity, and methods.

essay. A prose composition that discusses a subject or makes an argument. This type of writing often presents the writer's own ideas on a topic.

ethnocultural community. A group of people who share a common and distinct background or other characteristics, such as cultural traditions, language, ancestry or country of origin, physical traits, and/or religion.

etymology. The origin and history of the form and meaning of a word. Dictionaries often provide etymologies of words.

exit passes. Cards handed out to students at the end of an instructional period. Students write a short response on the card to a question posed by the teacher. The teacher then reviews the responses to help determine whether students have understood the lesson or need further instruction. Also called exit cards.

expectations. The knowledge and skills that students are expected to develop and to demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed. ***Overall expectations*** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade. ***Specific expectations*** describe the expected knowledge and skills in greater detail.

figurative language. Words or phrases used in a non-literal way to create a desired effect (e.g., metaphors, similes, personification, oxymoron).

fluency. The ability to read with sufficient ease and accuracy to focus the reader's or listener's attention on the meaning and message of a text. Reading fluency involves not only the automatic identification of words but also qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels, as well as anticipation of what comes next in a text.

forms of fictional texts. Examples include: story, short story, adventure story, detective story, myth, legend, fable, folktale, poem, song lyrics, ballad, novel (including mystery novel, historical novel, science fiction novel), play, script.

forms of graphic texts. Examples include: chart, word web, diagram, label, advertisement, public sign, poster, comic strip, comic book, graphic novel, logo, schedule, graph, map, table, illustration, pictorial text, symbol.

forms of informational texts. Examples include: history book, geography textbook, journal article, report, essay, book review, commentary, description, summary, editorial, newspaper or magazine article, television or radio script, dialogue, letter (personal, business), invitation, "how-to" book, manual, instructions or procedures, announcement, advertisement, public sign, label, biography, autobiography, speech, résumé, personal journal, diary, catalogue, reference book, encyclopedia, theatre or concert program.

forms of media texts. Examples include: advertisement, e-mail, feature film or documentary, music video, DVD, food packaging, newspaper, magazine, brochure, movie trailer, editorial, sculpture, song, dance, news report, news conference, press release, sports program, documentary, situation comedy (sitcom), television or radio program or commercial, interview, travelogue, cartoon, web page, podcast, multimedia text, blog, database, interactive software, electronic dictionary.

forms of oral texts. Texts that can be either spoken or heard. Examples include: dialogue, monologue, lecture, anecdote, play, greeting, conversation, question, statement, exclamation, instructions, directions, poem, rhyme, song, rap, story, anecdote, announcement, film, newscast, television or radio show, interview, oral presentation, speech, recitation, debate, report, role play.

forms of writing. Types of writing that students might be expected to produce. Examples include: story or other narrative piece, anecdote, commentary, critical review, description, instructions or procedures, account (personal, narrative, informational), transcription of an interview, announcement or invitation, press release, creative piece (fiction, non-fiction, poetry), argument, position paper, essay (expository, personal, descriptive, argumentative or persuasive), supported opinion, research report, television or radio script, newspaper/magazine editorial or article, speech, letter, minutes of a meeting, notes, jottings, song text, dialogue, monologue, label, summary, cartoon caption, log, diary, journal, memoir, riddle, script for a commercial, advertisement, poster, list, survey, word web, chart.

gender roles. Sets of social and behavioural norms that are considered to be socially appropriate for a specific gender at a specific time in a specific culture.

genres. The types or categories into which literary works are grouped. Examples include: novel, short story, essay, poetry, and drama.

graphic novel. A story in comic-strip form, published as a book.

graphic organizer. A visual framework (e.g., a flow chart, a Venn diagram, a word web) that helps students organize, analyse, synthesize, and assess information and ideas. *See also* **concept map, T-chart, Venn diagram**.

guided activity. A learning activity in which the teacher guides students to support their development and to facilitate learning at a level appropriate for them. Examples include guided reading/writing (a series of structured activities before, during, and after reading/writing) and guided interaction (an oral activity, such as a conversation, debate, or reading circle, that is led or directed by the teacher).

high frequency (words). Words that occur very often in (written) text or speech and that students should recognize on sight.

hyperbole. A literary device in which exaggeration is used deliberately for effect or emphasis (e.g., *a flood of tears, piles of money*).

idiomatic expression. A group of words that, through usage, has taken on a special meaning different from the literal meaning (e.g., *Keep your shirt on!* or *It's raining cats and dogs.*).

improvise. To create, perform, or deliver without preparation, on the spot.

independent reading. A reading process in which students choose and read written texts on their own. Usually, students write a book report, give a book talk, or complete a written assignment after independent reading.

interaction, spoken. Active engagement in spontaneous conversations or prepared dialogues to convey a shared message.

intonation. The stress and pitch of spoken language. Intonation is used to communicate information additional to the meaning conveyed by words alone (e.g., a rising intonation at the end of a sentence indicates a question).

language conventions. Accepted practices or rules in the use of language. In the case of written or printed materials, some conventions help convey meaning (e.g., punctuation, typefaces, capital letters) and other conventions aid in the presentation of content (e.g., table of contents, headings, footnotes, charts, captions, lists, illustrations, index).

language knowledge. Knowledge of grammatical forms and conventions, and of the conventions of spelling and punctuation.

language-learning strategies. Strategies that learners use to assist in the acquisition of a second language. Examples include: memorizing, visualizing, organizing and classifying vocabulary, monitoring speech, seeking opportunities to practise.

language register. A style of language (e.g., formal, colloquial) appropriate to a specific audience, purpose, or situation. Register is determined by the level of formality in a particular social setting, the relationship among the individuals involved in the communication, and the purpose of the interaction. For example, a formal register is used in a university lecture and an informal register in a conversation between friends or classmates.

language structures. Verbal forms and structures that are used in speaking and writing. Examples include: verb tenses (e.g., present, past, future) and tense sequences; noun-adjective and subject-verb combinations that agree in number, gender, case, and person; affirmative and negative constructions; conventional sentence structures (e.g., simple, compound); structures used for questions; contractions. Particular patterns in language structures also help the listener and reader determine meaning by providing a certain level of predictability.

linguistic elements. The various aspects of a language, such as the sounds (phonology), grammatical constructions (e.g., noun–adjective agreement, cases, verb tenses and moods, sentence structures), and writing conventions (e.g., capitalization, use of punctuation to indicate dialogue).

listening and speaking skills. Skills that include: determining the purpose of listening; paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; responding appropriately to thoughts expressed; judging when it is appropriate to speak or ask questions; allowing others a turn to speak; speaking clearly and coherently; asking questions to clarify meaning or to obtain more information; responding with consideration for others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

listening strategies. A variety of techniques that students can use before, during, and after listening. Examples include: focusing attention on listening and avoiding distractions; making connections to what is already known about the topic; considering the speaker's point of view; using non-verbal cues from the speaker; avoiding interrupting the speaker; using body language to show interest (e.g., leaning towards the speaker). *See also* **speaking strategies**.

literary devices. *See* **stylistic elements**.

media. The plural of *medium*. Means of communication, including audio, visual, audio-visual, print, and electronic means.

metacognition. The process of thinking about one's own thought processes. Metacognitive skills include the ability to monitor one's own learning.

metaphor. An implied comparison in which a word or phrase normally applied to an object or a person is used to describe something or someone else (e.g., "She was a fish out of water").

mind map. A graphic representation showing the relationships between ideas and/or information. In making a mind map, students summarize information from a text and organize it by listing, sorting, or sequencing it, or by linking information and/or ideas.

mnemonic device. A way of representing information that makes it easier to remember (e.g., an acronym or word in which each letter stands for one step in a process as a way of helping a learner to remember the steps in the proper order). "Mnemonic" derives from the Greek word *mnemon*, meaning "mindful".

modal verbs. Verbs that are used with other verbs to convey a particular meaning. Modal verbs are often called *helping verbs*, and in English include *can, should,* and *must*.

modelled activity. A learning activity in which the teacher demonstrates how to perform a task or use a strategy and students copy the teacher in order to learn the modelled processes and skills. Modelling may include thinking aloud, to help students become aware of the processes and skills involved.

native speaker. One who has learned and spoken a particular language from early childhood. A person may have more than one native language.

paraphrase. A restatement of an idea or text in one's own words.

partitive genitive. A particular usage of the genitive case in which the genitive denotes the whole of which a part is taken.

personification. A stylistic device in which human qualities are attributed to things or ideas.

phonological awareness. The ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words.

print and electronic (re)sources. Materials in print or electronic media, including reference materials. Examples include: books (fiction, non-fiction), newspapers, magazines, encyclopedias, reports, television programs, videos, print or electronic dictionaries, interactive software, computer graphics programs, word processing programs, models for writing (e.g., stories or essays by published writers), style guides, databases, thesauri, spell-check programs.

prior knowledge. The background experience and knowledge that a student brings to classroom learning. Instruction builds on prior knowledge in order to introduce new learning. Since students come to school with a wide variety of prior knowledge, teachers need to be aware of their students' backgrounds in planning lessons.

proofreading. The careful reading of a final draft to eliminate typographical errors and correct errors in grammar, usage, spelling, and punctuation.

purposes of reading. Some purposes of reading are to gather and process information; make connections between experience and what is read; develop opinions; broaden understanding; develop and clarify a point of view.

purposes of writing. Some purposes of writing are to explore ideas and experiences; examine ideas critically; inform, describe, and explain; provide instructions; record thoughts and experiences; clarify and develop ideas; inquire into a problem; entertain; persuade; express thoughts, feelings, and opinions.

readers' theatre. An instructional activity in which students adopt the roles of different characters and of a narrator to read a text; or develop scripts based on familiar texts, practise their parts, and then present their rehearsed reading to others.

reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using previous knowledge to determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context (e.g., in a simple statement, the verb often immediately follows the subject); making inferences; predicting content; confirming or revising predictions; adjusting speed in silent reading according to the purpose of reading or the difficulty of the text; using graphic organizers (e.g., Venn diagrams, story maps); skimming text for information or detail; scanning text to determine the purpose of the text or the type of material; recording key points and organizing them in a sequence; monitoring comprehension.

research. A systematic investigation involving the study of materials and sources in order to establish facts and seek out the truth. Such an investigation generally has the following stages: selecting a topic, narrowing the focus, locating appropriate resources, gathering information, analysing material and forming conclusions, presenting the information in written and/or oral form, and documenting the sources of information and ideas.

revising. The making of major changes to the content and/or organization of a draft.

root. A word or a word part from which other words are derived.

scaffolding. Teacher support for student learning and performance that is adapted to the student's needs. Examples are: simplifying and shortening texts for reading; speaking in the present tense for beginners; asking students to choose answers from a list or complete a partially finished outline or paragraph; using visual aids to present information and asking students to respond by using graphic organizers, tables, charts, outlines, or graphs; making use of cooperative learning and hands-on learning techniques. Support is gradually withdrawn as students develop the ability to apply newly learned skills and knowledge independently.

sentence patterns. The characteristic grammatical structures or patterns of English that influence such things as word order and the use of prefixes, suffixes, prepositions, articles, and auxiliary verbs (e.g., to form questions and negatives: *Do you speak English?; I don't eat hot dogs.*).

shared activity. A learning activity in which the participants, who may include the teacher, contribute their particular knowledge and skills. For example, in language learning, students in the group can bring their knowledge of certain vocabulary and their particular skills in handling language structures to the task at hand.

simile. An explicit comparison in which one thing is likened to something quite different by use of the word *as*.

slang. Very informal language patterns or vocabulary used by particular groups, or in special contexts, or to reflect trends.

sociolinguistic conventions. A variety of verbal and non-verbal customs that are used in particular social situations. They include expressions of courtesy, such as greetings and farewells; actions, such as bowing, shaking hands, or kissing on the cheek; conventions related to taking turns, interrupting, or disagreeing politely; forms of address related to the level of formality required; and appropriate pauses before responding.

speaking skills. *See* **listening and speaking skills**.

speaking strategies. A variety of techniques that students can use to help them communicate orally. Examples include: using body language (e.g., gestures, facial expressions, eye contact); adjusting pace, volume, and intonation; practising or rehearsing messages with a peer; consulting anchor charts and word lists for new vocabulary and expressions; recording their speaking, and listening to the recording to improve their delivery; asking questions or rephrasing ideas to clarify meaning; using speaking notes for a presentation or debate. *See also* **listening strategies**.

spoken interaction. *See* **interaction, spoken**.

standard pronunciation. An officially recognized and widely accepted way of pronouncing sounds and words.

structured interactions. Interactions that follow a predetermined pattern or procedure; for example, interactions in which students ask and answer factual questions, engage in dialogues patterned on a model, or role-play using text they have prepared.

style. A manner of writing or speaking or performing. In a literary work, style usually refers to distinctive characteristics of the diction, figurative language, literary devices, language patterns, and sentence structures of the work.

stylistic elements. Particular patterns of words, figures of speech, or techniques used in speech or writing to produce specific effects, usually in order to persuade, interest, or impress an audience. Examples include: rhyme, rhythm, repetition, rhetorical questions, emphasis, balance, dramatic pause, comparison, contrast, parallel structure, irony, foreshadowing, allusion, analogy, juxtaposition, simile, metaphor, personification, pun, hyperbole, oxymoron, symbolism.

subjunctive. The mood of a verb that is used to express a variety of thoughts that are not statements of fact, such as wishes, fears, possibilities, suppositions, or uncertainty.

syntax. The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object).

T-chart: A chart that has been divided into two columns, so that the divider looks like the letter T. T-charts are used to compare and contrast information and to analyse similarities and differences.

template. A model; a pre-set form or structure that can be followed to produce a specific type of document (e.g., a letter template, a note-taking template).

text. A means of communication that uses words, graphics, sounds, and/or images, in print, oral, visual, or electronic form, to present information and ideas to an audience.

text features. The physical or design characteristics of a text that clarify and/or give support to the meaning in the text and/or aid in the presentation of content (e.g., title, table of contents, headings, subheadings, lists, charts, illustrations, diagrams, captions, footnotes, typefaces, bold and italic fonts, colour, index).

text form. A category or type of text that has certain defining characteristics. The concept of text forms provides a way for readers and writers to think about the purpose of a text and its intended audience.

think-pair-share. An instructional strategy in which students individually consider an issue or problem and then discuss their ideas with a partner.

tone. A manner of speaking, writing, or creating that reveals the speaker's, author's, or producer's attitude towards a subject and/or audience.

transition words and phrases. Words and phrases that link and/or signal relationships between clauses, sentences, or paragraphs. For example, *afterwards* and *in the meantime* show relationships with respect to time; *in comparison* and *on the other hand* show relationships of similarity and difference.

Venn diagram. A diagram formed by two or more overlapping circles. It is used to help students categorize information for written or oral assignments.

voice. The style or character of a written piece revealed through the author's use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole.

word web. A diagram showing the relationships between ideas.

writing process. The process involved in producing a polished piece of writing. The writing process comprises several stages, each of which focuses on specific tasks. The main stages of the writing process are: generating ideas; choosing a topic; developing a plan for writing; writing a first draft; reviewing and revising; editing and proofreading; and producing a final copy.

writing skills. The skills needed to produce clear and effective writing. Writing skills include: organizing and developing ideas logically; identifying the level of language appropriate to the purpose for writing and the audience being addressed; choosing the form of writing appropriate to the purpose for writing; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying one's message; using language structures and patterns correctly; using correct grammar, spelling, and punctuation; attending to style, tone, and point of view; showing awareness of the audience; revising to improve the development and organization of ideas; editing to improve style and to correct errors in grammar, spelling, and punctuation.

writing system. The system used to represent language or ideas and things in written form. The two main systems of writing are *the alphabetical system*, in which characters or symbols are used to represent sounds (and thus words), and *the ideographic system*, in which pictorial signs or symbols represent ideas or things rather than the words for them. The alphabetical system includes the Roman alphabet – now the most widely used system – as well as the Hebrew, Arabic, Greek, and Cyrillic alphabets. The ideographic system is used in both Chinese and Japanese writing.

CLASSICAL STUDIES

ablative absolute. A grammatical construction in Latin that typically consists of a noun and participle in the ablative case and that functions as an adverb (e.g., *deo volente*).

aetiology. The investigation of causes or origins. For example, an aetiological myth is a myth that offers an explanation of the origin and/or history of a place or group of people, the causes of an event, or the origin of something in nature.

allusion. A brief reference, explicit or implicit, to a place, person, or event. The reference may be historical, literary, artistic, religious, or mythological.

apparatus criticus. Source material that accompanies a text. It often indicates variant readings and provides information to help in understanding a text, often information from primary sources.

aspirated/unaspirated. In ancient Greek, the way in which certain vowels are pronounced with respect to the use of breath. Aspirated vowels are preceded by *h*, unaspirated vowels are not, and the pronunciation is indicated with a diacritical mark.

augur. In classical Rome, a religious official (Etruscan) who observed natural signs and omens to determine whether the gods were in favour of a proposed action.

bas-relief. A kind of sculpture or carving where the shapes or figures stand out just slightly from a flat background.

case. In inflected languages, the form of a noun, pronoun, or adjective that shows the relationship of the word to its context (e.g., subject of a verb, object of a verb or preposition). The case of the word is indicated by an inflection, which is typically an ending.

catharsis. A Greek word that means cleansing or purging. Aristotle used it to describe the emotional release experienced by an audience watching a drama.

chorus. In classical drama, a group of actors who speak, move, and dance in unison to provide commentary on the action of the play.

chthonic. Relating to the underworld, particularly in reference to deities or other mythological beings.

cosmogony. A theory or model that explains the origin of the universe.

cult. A system of religious worship especially as ritual, or the members of the sect (e.g., the cult of Dionysius, the Greek god of wine).

declension. The variation of the form of a noun, pronoun, or adjective that indicates gender, number, and case. The term is also used to refer to the class of nouns or adjectives that have the same set of variations.

deponent verb. In Latin, a verb that is passive in form but active in meaning (e.g. *loquar*, I speak).

derivative. A word that is derived from another word or from a root.

deus ex machina. In modern drama, an unexpected development that resolves a seemingly unsolvable plot problem. The term originates in classical drama, where it referred to the appearance of an actor playing a god, arriving by way of a crane or cable device to bring about a resolution at the end of the play.

dialectic. In ancient Greece, the investigation of opposing ideas (e.g., concepts, opinions, metaphysical tenets) through logical reasoning in an attempt to arrive at truth. It is also sometimes called the Socratic method. Plato made use of dialectic in his Socratic dialogues.

dramatis personæ. The characters in a play or other dramatic work; a list of such characters.

epigram. A brief and witty poem.

ethics. The branch of philosophy that is concerned with concepts of morality (e.g., good and bad; right and wrong; matters of justice, love, peace, virtue).

exeunt. Plural form of *exit*. A term used in drama.

fresco. A painting, including a mural, made with watercolour on fresh, wet plaster on a wall or ceiling.

genitive absolute. A grammatical construction in ancient Greek that typically consists of a participle and noun in the genitive case. The construction corresponds to the Latin ablative absolute.

grammatical structures. *See* **language structures** in the general glossary.

haruspex. In ancient Rome, a minor priest who practised divination by inspecting the entrails of sacrificed animals.

historiography. The writing of history; the study of written history; the body of written history on a particular topic.

imperative. The mood of a verb that is used to express a command.

indicative. The mood of a verb that is used to express a simple statement of fact.

keystone. The central wedge-shaped stone that sits at the top of an arch and locks the other stones in place.

Lares and Penates. In classical Roman religion, the protective household spirits and gods.

lyric poetry. A literary form that expresses the poet's emotions. Lyric poems in ancient Greek and Latin were based on metrical criteria rather than on rhyme. In ancient Greece, poetry was often accompanied by a stringed instrument, or lyre.

material culture. The physical objects and architecture produced by a culture. The term is used in archaeology.

metaphysics. The branch of philosophy that explores the fundamental nature of reality and the world.

monotheism. The belief in a single god. *See also* **polytheism, pagan**.

mosaic. An image, such as a picture or a repeated pattern, made by arranging small coloured pieces of stone, tile, glass, or another hard material.

mystery religion. One of a variety of cults in the Roman Empire that were organized around secret rites performed by their adherents.

natural philosophy. A term used for the study of nature before modern science was developed.

numen. In ancient Rome, a *numen* was a divinity, spirit, or deity linked to a particular place. *Numina* is the plural.

onomatopoeia. The use of a word having a sound that suggests its meaning (e.g., splash, murmur, buzz, twitter).

ontology. The branch of metaphysics that is concerned with the study of the nature of existence or being.

optative. The mood of a verb in ancient Greek that is used to express a wish or hope. It is closely related to the subjunctive mood.

pagan. One who follows a polytheistic or nature-worshipping religion, as opposed to one who follows a monotheistic religion (e.g., Christianity, Judaism, Islam). *See also* **polytheism, monotheism**.

paradigm. In Latin and ancient Greek, the case endings for a specific class of nouns or the endings indicating tense, mood, and voice for a specific conjugation of verbs; a chart indicating such endings. In rhetoric, a story, parable, or fable that is used to illustrate a point.

Parentalia. In ancient Rome, an annual festival to honour one's ancestors, held in February.

partitive genitive. A particular usage of the genitive case in which the genitive denotes the whole of which a part is taken.

patronage. In the classical world, financial or other support or protection given by a person, known as a patron or *patronus*, to another person of inferior social status, known as a client or *cliens*.

Pax Romana. In ancient Rome, a period of peace within the Roman Empire between 27 BCE and 180 CE.

polytheism. The belief in multiple gods. *See also* **monotheism, pagan**.

Pontifex Maximus. In ancient Rome, the head of the main college of priests, known as the Pontifical College. Today it also refers to the Pope.

Principate. The form of rule used in the early Roman Empire, which retained some of the features of a republican government.

psyche. The soul, spirit, or mind.

rhapsode. In classical Greece, one who recited epic poetry as a profession.

rhetoric. In the classical world, the art of using language to communicate effectively and persuasively. Students were trained by a rhetor, a teacher who specialized in rhetoric. Politicians used rhetoric to garner support for laws and policies.

root. A word or a word part from which other words are derived. For example, the root word *bios*, which means *life* in ancient Greek, appears as the word part or prefix *bio-* in such English words as *biography* and *biology*.

satire. (a) The use of irony, sarcasm, or other forms of humour to expose or criticize human folly or vice. (b) A genre or form in Latin literature (e.g., poem) that is characterized by satire.

Saturnalia. In ancient Rome, an annual festival to honour the god Saturn, held in December.

scansion. Analysis of a line of poetry to determine its metre or rhythm.

Sibylline books. A collection of prophetic books written in Greek rhyme and used for consultation in ancient Rome.

sight passage. A passage of text that students have not seen before.

strophe. A section of an ode. In ancient Greek theatre, it was the first part of the commentary sung by the chorus. *See also* **chorus**.

subjunctive. The mood of a verb that is used to express a variety of thoughts that are not statements of fact, such as wishes, fears, possibilities, indirect questions, indirect commands, suppositions, or uncertainty.

sympathetic magic. A type of magic based on the belief that there is an affinity between two objects or actions due to resemblance or symbolic association, so that one can affect another even at a distance.

syncretism. The union or attempted union of different aspects of religious traditions, inflectional varieties in languages, or elements from different artistic traditions.

syntax. The predictable structure of a language and the ways in which words are combined to form phrases, clauses, and sentences. Syntax includes classes of words (e.g., nouns, verbs, adjectives) and their functions (e.g., subject, object).

translate. Express the content of an oral or written text in another language.

unaspirated. *See* **aspirated/unaspirated**.

Vestal Virgin. In ancient Rome, a virgin girl or woman between the ages of six and thirty-six consecrated to the goddess Vesta as a priestess. Vesta was the goddess of the hearth, and her priestesses maintained a sacred fire on the altar in her temple.

voice. (a) The active or passive form of a verb. (b) The style or character of a written piece revealed through the author's use of vocabulary, sentence structure, and imagery, for example, as well as the rhythm of the prose and the mood of the piece as a whole.

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